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## THE MAGAZINE OF THE RECREATION MOVEMENT

### CONTENTS

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ASSOCIATE EDITORS

Recreation Administration, GEORGE BUTLER

Program Activities, VIRGINIA MUSSELMAN

Vol. XLV Price 35 Cents No. 10

#### On the Cover

Specimen collecting trips are an active part of San Francisco's Junior Museum program, and many treasures can be mounted, with the aid of a press such as these boys are using. Picture by courtesy of the San Francisco Recreation Commission.

#### Next Month

Harbinger of summer is the April RECREATION, *annual Playground Issue*. Ideas, suggestions, news, pictures, all designed to help leaders make this summer a success. "Weave in Some Singing" by Arthur Todd gives pointers on how to include group singing in the playground program. The first of three articles on photography as a hobby appears. Equipment, safety, leadership techniques receive attention. Your own plans and projects can get a boost from the thoughts shared in this issue. Especially good is "Crafts in the Recreation Program" by Viva Whitney.

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RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the Readers' Guide. Subscriptions \$3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate \$3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota. Space Representatives: H. Thayer Heaton, 415 Lexington Avenue, New York 17, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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*A Service Organization Supported by Voluntary Contributions*

JOSEPH PRENDERGAST, *Executive Director*



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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

## Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a national, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agen-

cies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

*For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.*



**A** PHILOSOPHY should be a guiding light, an ideal by which men live. It is just as necessary for good recreation as it is for the good life. Without it, recreation becomes a directionless hodgepodge, just as life becomes an aimless welter.

The kind of philosophy will determine the quality of play and of living. Most people have some kind of philosophy, whether or not they are aware of it. Their aims, goals, principles, ideals, expressed or unexpressed, determine the kind of life they lead. The person who believes in the Golden Rule will treat his fellow men quite differently than the one who thinks that "anything goes, as long as you get away with it." In sports, he who tries to play the game clean and fair is of a far different breed than he who tries to win by hook or crook.

In recreation, the underlying motive strongly affects the nature of the activity and may make the difference between what is wholesome and what is not. If too much stress is placed on money-making, there occurs a build-up of thrills, sensations, and stunts for the sole purpose of increasing the "gate." Players, whether hot rod racers, boxers, or basketball youths, are sacrificed to draw the crowds. On-lookers not only become infected with the disease of "spectatoritis" but suffer an emotional debasement.

If competition is overly stressed, then winning becomes an obsession. Not the enjoyment of the game but gaining the victory becomes the dominant concern and so dominant that the results may be appalling.

So, too, when exhibitionism becomes paramount, then individualistic showing off displaces group sharing. The folk and square dance may become mediums for display rather than means for socialized enjoyment, and snobbery tends to elbow out fellowship.

What, then, may be the principles, aims, ideals—the philosophy—of people's recreation?

By people's recreation we mean the recreation of plain folks, of everyday people, of ordinary neighbors, the kind that can be enjoyed in common in a home, a barn, a town hall, or a church basement. In other words, folks of the workaday world meet as friends and

# People's Recreation

## A Philosophy for Plain Folks

### A Guest Editorial

Arthur Katona

neighbors to sing, dance, and play games together, and side by side to make beautiful things with their hands.

#### The Philosophy

I. An important goal should be that of fellowship. Sociability, friendship, neighborliness, camaraderie—these are its primary practices. Songs, games, dances, and crafts should be fun, of course, and enjoyed in themselves, but they should contribute to the main value which is essentially spiritual. When people come together as good friends and neighbors and share pleasures, their is the fellowship joy of life.

II. It should be homemade—family-made, neighbor-made, community-made. People should learn to sing songs, make music, play games, dance dances, and do crafts on their own. It is surprising how much talent and leadership plain people have if given a chance. At a community square dance in a southern Ohio village where miners and farmers get together for fun on a Saturday night, folks play their own music and call their own squares, just as they dance their own dances. Men and women take turns on the orchestra platform, and men take turns calling. Years ago farmers carved and decorated their own furniture while their wives spun, wove, and embroidered beautiful cloths. Their lovely handiwork today is sold for high prices as antiques. In those times people went ahead and made fine things with their hands and didn't bemoan their lack of "talent" or "genius" as is done today by many sophisticated moderns.

III. It should be cooperative, not competitive. People should share their recreation. The skilled should help the unskilled, the experienced should impart their proficiency to the beginners. There are so many hectic contests in these competitive times that people ought to relax and enjoy each other's company and play for fun and not for keeps.

IV. It should be simple and sincere, so that everyone may enjoy it. A joyous communal spirit should pervade activities, and this cannot take place if the complicated, spectacular, and tricky intervene. There is no room for snobbery or exclusiveness in people's recreation. When a recreational activity, the dance, for example, is kept relatively simple, each participant gives of himself to the rest in a shared endeavor; everyone contributes to the communal spirit, is, indeed, merged into it. But when the dance becomes difficult, the individual dancer concentrates on his personal problem and achievement and becomes isolated from others.

V. It should be nonprofit, not commercial, not money-making. Too much recreation today is bought and sold. Too much stress is put on the "take." People's recreation should be made by the people who enjoy it, as inexpensively as possible, and, like virtue, should be its own reward. Its values are not of the market place but of the fellowship circle.

---

DR. KATONA, a previous contributor to RECREATION, is an associate professor of sociology at Colorado Agricultural and Mechanical College, Fort Collins.

## Things You Should Know . .

● THE ISSUANCE OF A THREE-CENT POSTAGE STAMP to recognize recreation and its importance to the happiness of our people is being promoted by the Boston Board of Recreation. The board voted unanimously to have appropriate legislation to this effect introduced in the Congress of the United States, and proposes that this stamp have the likeness of the late Joseph Lee, the father of the American playground. It is the intention of the board to prosecute with vigor the passage of this legislation. Other recreation departments may want to get behind such action, and can help by getting in touch with their own Congressman.

● THE RESULTS OF A SURVEY of state-administered facilities, and the extent and types of services offered to communities interested in developing and administering recreation programs, conducted by a state interdepartmental committee, have just been released in Tennessee. Published by the Bureau of Public Administration in cooperation with the Tennessee Interdepartmental Committee in Knoxville, under the title *Leisure Hours*, copies are now available upon request.

● THE NEW NATIONAL ADVISORY COMMITTEE ON PERSONNEL, just appointed by Mr. Prendergast, to deal with problems of recruiting, professional education and placement, has met with immediate and enthusiastic response. In accepting membership on the committee the largest number of persons chose the area of "professional education." The next largest number stated "no choice," advising that all subjects were

equally important and interesting. The number choosing "recruiting" and "placement," however, was not far behind and quite evenly balanced. The large committee is now being organized into subcommittees which will have task forces to deal specifically with priority subjects in these three large areas of concern.

● A DISPLAY OF PUBLICATIONS of the National Recreation Association, as well as advance materials announcing the new *Summer Vacations—U.S.A.*, aroused lively interest at the National Sportsmen's Show at the Grand Central Palace in New York, February 16 to 24.

● THE JAPANESE ARTS AND CRAFTS EXCHANGE EXHIBIT, shown at the National Recreation Congress in Boston, is now on the road. So far, it has visited the recreation departments of Wichita, Kansas, St. Louis, Missouri, Rockford, Illinois, Wheeling, West Virginia. If you want to be on the list to receive it, for display in your community, write to Thomas E. Rivers, National Recreation Association.

● THE NEW MEMBERSHIP DIRECTORY being published by the National Recreation Association is now on the press and will be sent to all members as soon as it is ready.

● THE ONLY CITIZEN'S ORGANIZATION working with problems connected with mental health—The National Association for Mental Health—each year directs and coordinates National Mental Health Week. This year's observance

will take place May 4-10. If you wish to be placed on their mailing list, write the national association at 1790 Broadway, New York 19, N.Y.

● THE DATES OF THE DISTRICT RECREATION CONFERENCE, of New England, have been changed to May 14-16 instead of May 7-9 as announced in the February issue of *RECREATION*. The conference will be held in Wakeville, Connecticut.

● A RESOLUTION recently released by the American Municipal Association reads as follows:

*Resolved* that the American Municipal Association urge upon the Federal Communications Commission the making of a complete study and survey of the use of radio and television for the promotion of cultural, civic and governmental improvement, to the end that these new mediums of public information be not monopolized too much by commercial interests.

● REQUESTS WHICH ARE BEING RECEIVED for the new pamphlet *Recreation, a New Profession in a Changing World* indicate the immediate need for this kind of recruiting material. So far, it is in demand by recreation executives, state and university executives—for use with high school students and college students in career conferences, and with state hospital recreation personnel.

### Special Services

New quotas for overseas recreation personnel recently have been announced. The most urgent need is for women for special service club work in the Japanese area.

Civilian women also are needed for club work in other overseas areas. Women, ages twenty-four or twenty-five, are in demand, too, for club positions at posts and bases in all parts of the United States. Information concerning all special service opportunities may be obtained from the Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

# LETTERS

## ... Our Regular Features

Sirs:

This morning when my January issue of RECREATION arrived, I immediately turned the pages to find out what subject was depicted in "Recipes for Fun," as this interest was my only immediate concern. I have since noted your questioning of its specific interest and value to the reader, and I very strongly encourage that this feature be continued in its present form. I would also state that I do give greater attention to the features of "Recreation Market News," "Things You Should Know," and "How to Do It." These are "short and sweet," and are specifically practical in application. They give the information of the latest ideas and developments.

I feel that of my contacts with magazine publications, RECREATION is the more coveted and the most inclusive of both philosophy and practice. When a publication conveys pertinent illustration of recreation needs and also entertaining reading, then a choice peak has been attained.

ARTHUR F. CLAYTON, Bloomington, Indiana.

## School Planning

Sirs:

The article on this subject, which appears in your January 1952 issue, is timely and interesting.

I would like to add the name of Birmingham High School, of Birmingham, Michigan, as one of the new schools which was planned for meeting community and recreation needs as well those which are traditional in nature. In addition to class and special activity sections, a native woods, four hundred-car parking lots, little theatre, patio, greenhouse, athletic area, library, cafeteria, physical education unit and lobby are included in the overall design. This is one way in which a small city (under 20,000) is

attempting to meet the needs of a modern community.

Although the three and one-half million dollar structure will not be completed until the natatorium and auditorium units are provided, some sections of the building will be available late this winter.

FRANK WHITNEY, Recreation Director, City of Birmingham, Michigan.

## Rifle Instruction

Sirs:

Congratulations on the article "Rifle Instruction," by A. J. Schara, which appeared in your October 1951 issue. Mr. Schara and the Manitowoc, Wisconsin, recreation department deserve a great deal of credit for making it possible for youngsters in Manitowoc to obtain careful instruction in the proper handling of firearms.

Ever increasing numbers of enlightened chiefs of police, like Chief Kuplic, have discovered the value of turning into supervised recreation the natural desire of every youngster to shoot a gun. It is our earnest hope that many recreation departments will follow this splendid example.

F. C. DANIEL, National Rifle Association of America.

## Suggestions Welcomed

Sirs:

I feel that there is need for a character of some type that could be adopted as more or less a symbol for everything recreation-wise throughout the country. I am enclosing a piece of paper with nine little uses of "Mr. Redi-Kilowatt." This is an example of the sort of thing that could be used nationally. You may recall that Montclair had the sun flower which they have used in connection with their summer activities.

GEORGE T. SARGISSON, Executive Director, Recreation Promotion and Service, Incorporated, Wilmington.

## Let's Dance!

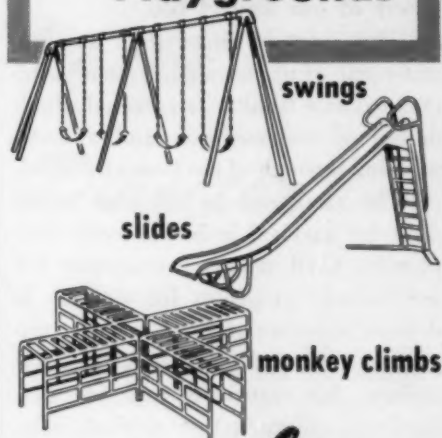
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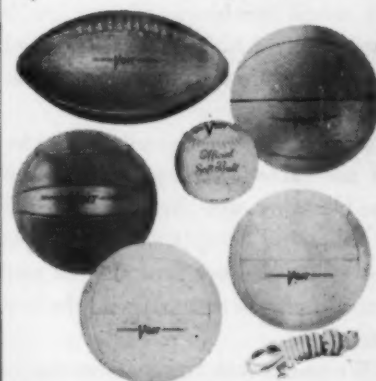
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# Editorially Speaking

## Democracy and the Local Community

In a recent letter to the New York *Herald Tribune*, the New York State Citizens' Council stated its belief that the foundation of American life is strong, united democratic communities. It is the purpose of the council to help citizens build such communities. "The world looks to us. We must provide not only arms and armies, financial help and food," they wrote, "but a successful example of democracy in action. It is in our own local communities that we can, both as individuals and as groups, best demonstrate the power of our way of life.

"This must be more than an easy statement of philosophy. Action is demanded as a result of a personal shouldering of responsibility and a hard-thinking-through of the issues involved.

"The challenge to all who would fight for survival is in the local community. Civil defense; programs for servicemen; programs for workers in defense communities; morale programs; information centers for servicemen, for transients and for new workers; citizen action against inflation, against discrimination and segregation; citizen action for better housing, better recreation, better health services, better schools, better control of traffic, better provision for the spiritual needs of the individual; citizen action for a better informed citizenry not only on these local community problems but also on international and world problems—these are but some of the activities demanding citizen participation with maximum local initiative.

"Solution to community problems will not be effective without community planning and organization. But the value and acceptance of such planning is itself dependent on the participation of all elements in the community.

"We must work to create in the people around us, our friends and neigh-

bors, an adequate realization of the multiple challenges which confront us. We all need more knowledge and more 'know-how' to do the job which lies ahead. The basic issue we face is, indeed, how our nation, our states and our local communities can unitedly strive to provide security and freedom without, in the process, weakening or corrupting the democracy by which we live."

## Prejudice \*

*"I do not love thee, Doctor Fell  
The reason why I cannot tell;  
But this alone I know full well  
I do not love thee, Doctor Fell."*

Are you prejudiced? Yes. Without even knowing you this answer is likely to be right. Most people have an unreasoned, preconceived judgment or opinion about something. It may be a strange, unknown food, it may be open-toed shoes or petunias. It may be a next-door neighbor, all Catholics, all Protestants, all Jews or all Negroes.

If pre-judgment is limited to a new food, the one who pre-judges deprives himself of the chance of discovering something he might enjoy. When the pre-judgment is made of an individual solely because that individual belongs to a particular group, the one who pre-judges is not only narrowing his own horizons but is hurting others.

Prejudice toward a fellow man sometimes starts with a feeling of insecurity. In this case it is an attempt on the part of the prejudiced to make himself feel stronger by being able to label another as inferior, even though the motive is not recognized by the prejudiced person. Such prejudice is often found in the immature and the unstable—the person who is not sure of himself.

No child is born with prejudice but he can "catch" it. Prejudice is contagious and a child is particularly sus-

\*From "You Can Do Something About Prejudice," by Gail Montgomery, in *The Camp Fire Girl*.

ceptible. Since he has not yet matured, his powers of discrimination and judgment are limited. In his desire to feel secure and loved he adopts the attitudes of those about him. He is quick to recognize and follow a cue, particularly if that cue is given by a parent, a teacher or a group leader whom he loves. A leader of young people, one who is loved and looked up to, can do much to establish attitudes.

To help anyone else overcome prejudice, you must first start with yourself. Know and understand basic facts. Some suggested reading material to be used as a starter is listed:

*The Races of Mankind*, Ruth Benedict and Gene Weltfish, Public Affairs Committee, 22 East 38th Street, New York, 20c; *To Secure These Rights*, President's Committee on Civil Rights, United States Government Printing Office, Washington 25, D. C., \$1.00; *Sense and Nonsense about Race*, Ethel J. Alpenfels, Friendship Press, New York, 25c; *The Mature Mind*, H. A. Overstreet, W. W. Norton and Company, Incorporated, New York, \$3.50; *America Divided: Minority Group Relations in the United States*, Arnold and Caroline Rose, Alfred A. Knopf, New York, \$4.50.

## Playgrounds \*

Playgrounds serve several purposes which are important in the character building and development of children. Money wisely spent on well supervised playgrounds is an investment in one of the greatest resources of any community—the children.

At the playground a child learns to get along with other children. He learns the rules of give and take which are part of living. He learns . . . a regard for public property and equipment which should always be valuable to him. The various skills and crafts are a supplement to the education received in the classroom.

In these days of crowded industrial cities and streets filled with speeding autos, playgrounds become almost a physical necessity. Children who learn to use their leisure time to good advantage on well supervised playgrounds will grow into adults who can do the same thing.

\*From the *Tacoma News Tribune*.

Each group takes some kind of hike. Campers learn to co-operate as a team in preparing the meals and cleaning up.



# School Camping



Julian W. Smith

## *as Viewed by the Recreation Director*

**R**ECREATION and education have found common ground. This new meeting place is the "good earth," with its wooded hills and sky. These resources and facilities are available, without rent, for all those who seek adventure-some learning and genuine recreation. Unlimited playgrounds and outdoor classrooms beckon all who search for new frontiers. At long last, educational and recreational leaders are beginning to go "back to the land" and look to the woods for new fountains of learning and areas for recreation. In this age of city dwellers and machines, and a tempo of activity that is foreign to a pioneer people, the advent into the out-of-doors may well be the safety valve for modern living.

To provide opportunities for all children, youth and adults to live, learn and play in the out-of-doors will require the combined efforts and cooperation of all the agencies and individuals charged with the recreation of people and the management of lands and facilities. Important to participants in this teamwork will be schools and recreation leaders whose primary interest will be the

better living of our people, with little concern whether the label be "education" or "recreation." The spectacle of young people and their teachers in quest of new learning experiences in the open, of contented families on camping trips, of summer day-camps away from hot pavements and crowded streets, of winter sport centers, of the solitary hunter or fisherman—should cause recreation leaders and teachers to join hands in a common effort to provide such experiences.

### **School Camping and Recreation**

How then shall the recreation director view the rapidly unfolding program of school camping and outdoor education? If he has a sincere interest in a broad program of community recreation, this will be the long awaited opportunity to bring all the people in his community into the possession of their great out-of-door resources. A brief look at the camping and outdoor education program, as it is developing, will reveal the common purposes of education and recreation.

The concepts of school camping and outdoor education are simple. They are based on the premise that experiences in the out-of-doors are the rightful heritage of every child and adult, that many things can be learned better in such surroundings, that these simple and direct experiences are

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School camping is carried on in all seasons. Here elementary campers take part in a new recreation activity—ice fishing!

essential in the growing-up process and that the skills, attitudes, and appreciations thus attained are basic for a full and balanced life.

The more than fifty schools in Michigan, for example, which provide camping as a part of the regular school curriculum, and the many others that offer outdoor education activities, make it possible for this generation to have roots in the land, experiences in social living, healthful living, purposeful work, outdoor recreational living, and a variety of other outdoor activities that relate to the accepted objectives of education.

Teachers and students go to camp together, mostly on school time. At best, the schools can only hope to provide a brief, initial experience that will develop desires for more extensive pursuits in that direction. In school camps, the parents still retain their responsibility for the feeding of their children, by providing a small fee to cover the cost of food. Since the program is educational, the schools accept their full rights and privileges for instruction, and the many community and social agencies show their interest by financial support and cooperation when needed. School camping, as it is developing, is a part of general education and belongs to the whole school. Recreation is one of the important areas of interest and is so interwoven into the fresh and venturesome educational experiences that it cannot be separated from a variety of other learnings that are unique. In visiting a school camp typical of those in Michigan, one would find boys and girls and their teachers roaming over hills and in the valleys, in quest of new experiences. They plan together, play to-

gether, and work together in a camp community where the specialty is children. They learn good health by practice and develop strong bodies through natural exercise and work. The facts of science, social science, and other subject areas become functional when involved in purposeful work and conservation projects—such as forestry operations, land surveys, soil erosion activities, game and fish management, building projects, park improvement and others. Such a program, interspersed with a pursuit of individual and group interests—such as wood crafts, music, dramatics, fire building, ceremonials, outdoor sports and numberless other activities—constitutes community education at its best. The recreation director and his department find their places as a part of the community school staff, whether the camp is directly under the auspices of the school during the school year or whether it is carried on during the summer by the recreation department.

#### School Camping vs. the Recreation Director

In school camping, recreation directors will find:

1. Opportunities for the development of basic skills, appreciations and attitudes for outdoor recreation, thus furnishing a foundation for the broader community recreation program.
2. An opportunity to reach a better understanding of the care and use of natural resources and facilities in an outdoor program covering parks, recreation areas and all



Experience indicates that fun and learning go well together. Camp jobs require application, coordination and cooperation.

kinds of public lands. Participation in such a program results in a better concept as to how outdoor resources and facilities can and should be protected to provide maximum benefits for all.

3. An opportunity to serve as team members in a broad program of education and to furnish educational and supplemental camping opportunities. The school camping program fits well into the total recreation program of the community.

4. Encouragement of common use and cooperative planning in the development of outdoor recreational and



educational areas. Resident camping opportunities become an essential part of the park-school campus, available for both the educational and recreational program of the community.

5. The encouraging cooperation of many agencies, particularly those concerned with youth and resources. This fits into the structure for community education and community recreation, providing the greatest variety of opportunities with the available facilities.

### The Common Goal

There can be no doubt but that the communities in America need to turn to the open spaces for better living. The refreshing influence of the simplicity of the out-of-doors is needed both in education and recreation. It will take the best leadership in education and recreation to help attain the goal of outdoor experiences for every boy and girl in America; and for every adult to find the kind of experience to meet his own needs. Wherever the interest emerges—in the schools, in the recreation departments, in the homes, in the churches, or in any other expression of a democratic people—it will behoove all those interested in community service to join forces. The turning to the land and its simplicity, whatever the activity may be, may constitute the common mooring for which America is seeking.

### Planning the Camping Program\*

At the time of this writing, April 1951, upwards of sixty schools in Michigan provided a week or more of camping as a part of a school program during the school year. Thus far, most of the schools have been able to find existing facilities that are satisfactory for initiating a program, but as time goes on and as the program is extended to greater numbers of children by many more schools, it will be necessary to plan for the development of additional fa-

cilities. Citizens' committees, made up of civic leaders, should be involved with the school staff and technicians in planning a program and providing needed facilities. The trend for larger administrative units in education is significant in camping. In many instances, it would seem desirable for a number of schools to plan a program cooperatively, using common facilities and sharing costs.

In the event that a community or group of communities plan to purchase and develop a camp, it would be advisable to consider all the agencies having camping programs. Planning should be done with public land-holding agencies, such as the Department of Conservation, National Park Service, U.S. Forest Service, and others, so that a community school campsite might be enhanced by being adjacent to large areas of publicly-owned lands. A cooperative community plan by schools and other agencies would insure continuous use of a facility. The camp could have constant use throughout the year by schools, by organizations, by teachers for in-service training, and by many other community groups. In many instances, the state department of conservation, of parks, and other land-holding agencies should build group camps available for school use. This may be the most effective way to secure the best use of parks and recreation areas already provided.

The development of a camp by the school and community groups would be an educational process in itself. With proper planning, the selection of a site and its development and the construction of buildings could be done as a part of the community educational program, utilizing school shops, science departments, art groups, other school departments, and interested organizations and individuals. It has already been observed that some school camps which are operated on a year-round basis have proven to be the most economical school facility. Such camps have been in

The crafts programs benefit by taking advantage of the opportunity to "make the most of" material gathered near at hand.

\* Reprinted from *Community School Camping* by permission of the Michigan Department of Public Instruction.



Expert instruction is given to Michigan boys and girls in the correct, safe use of firearms. Practice is under supervision.



constant use, far exceeding the use of most school buildings. As the program increases and as larger numbers of students are involved, there should be less need for additional school building programs. The development of a community school camp could well be an enterprise which would enlist the best cooperation of the community.

School camp planning has a natural evolution. The finest facilities result from placing first things first while the camp is being developed. There are certain aspects

of planning that must precede others. In future camp planning, three fundamental aspects of the problem need to be considered: (1) selecting the site, (2) planning the site, and (3) planning the buildings. Although each of these will need individual planning, they will also need to be brought together to provide for a full and complete program. A more careful inspection of each of these three phases will aid in understanding how they can produce the most permanent and useful physical plant.

## Recreation Is Fundamental

"Recreation is a positive life-enriching experience. It engenders knowledge, habits, and attitudes that play a part in determining character and personality. It brings change and thereby a fresh viewpoint toward life. It brings relaxation and thus better efficiency in facing appointed tasks. It brings understanding of other people and thus contributes to our democratic way of life. Being a purposeful experience, it brings the application of new talents and skills to old problems. If these things be true, then it is highly important that opportunity be afforded for enjoying recreational experiences in a wholesome environment such as will make possible the realization of these values in fullest degree.

"The values of recreation can be obtained through the use of both organized and unorganized resources. Generally well known are the recreational uses of parks, camps, playgrounds, libraries, community centers, youth-serving agencies, and schools. Less often recognized resources, perhaps because their primary purpose is not recreational, are the home and family, the woods and fields, community life, and even the individual himself. A person may seek out the recreational resources within himself and his immediate environment on his own initiative or he may need to be shown the possibilities that exist. Nor is the use of organized resources substantially different. Most people

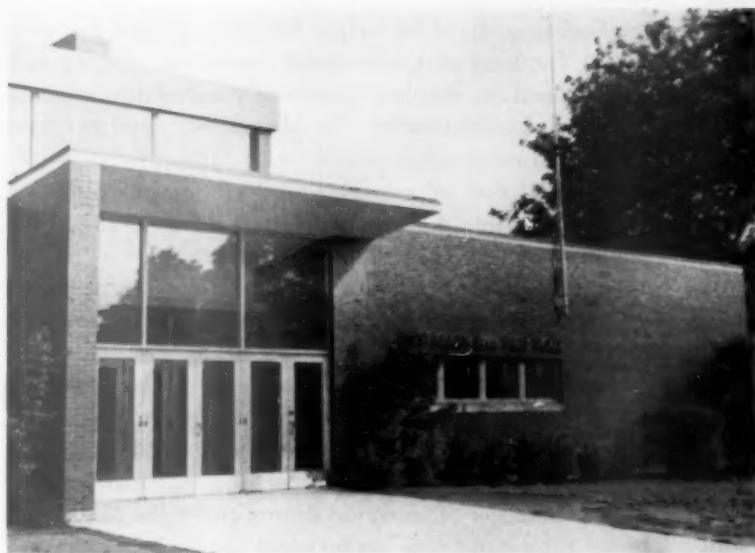
need to be educated to the recreational possibilities that lie ready to their hand.

"Historically the schools have recognized little responsibility for recreation as part of the educative process until relatively recent years. But the recreational outcomes of education have been given increasing consideration by school people both in the building of curriculums and the planning of school plants. The teaching of reading, music, art, literature, domestic science, industrial arts, natural science, dramatics, and physical education is rich with possibilities for awakening recreational interests. For fewer people, each of the other school subjects has similar recreational possibilities. School assemblies, clubs, intramural sports, and school camping all offer means of achieving the desired ends. It is significant that not one of the school subjects is considered a 'recreation' subject, all of them being included in the curriculum primarily for their other educational values. The relatively newer emphasis on school clubs, intramural sports, and school camping gives evidence of the impact of recreation on educational thinking."

—Excerpts from "Recreation Is Fundamental" by Joseph Prendergast, *Executive Director of the National Recreation Association*, in *Public Health Nursing*, April 1951.

# COMMUNITY CENTERS

## *Seattle Style*



New, modern Seattle fieldhouse has striking doorway and window space, is one of city's fourteen busy community centers.

**U**PSTAIRS, a community symphony orchestra—of doctors, housewives, brick layers—happily tootles away under the direction of a volunteer conductor. Next door, a group of businessmen labors over plans for a community fair and carnival. In the gym, a hard, fast basketball game is in progress and a Boy Scout troop holds its weekly meeting in a large social room a few doors away. In the basement, scores of young girls watch intently while a dancing teacher steps off the measures of a round dance.

Saturday night in Bedlam? No, Saturday night in a Seattle community center. Not an unusual Saturday night, either. These community centers, called fieldhouses, hum with activity every night of the week. A glance at the daily schedule of any one of the city's fourteen fieldhouses will show an infinite variety of activities, from ceramics classes to high school dances, going on every hour of the day.

Seattle's community center program is probably further advanced than in other cities of comparable size within the state. Superintendent of Parks Paul V. Brown believes there are two reasons why his department must concentrate on these programs: 1) Seattle's long, wet winters which force indoor recreation, and 2) the geographical division of the city into tight, competitive neighborhoods.

When the city was small, both in size and population, community concerns were submerged in the larger problems of the city as a whole, but as the city grew, neighborhood problems took on more importance. Community clubs came into being, dedicated to the fostering of unity of purpose among neighbors for the good of the community.

These clubs grew quickly. In a short time, a neighbor's home was no longer big enough to hold the membership, so the members turned to the only neighborhood buildings with enough space to house them—the fieldhouses. The recreation directors welcomed the community clubs, and were more than glad to provide the needed space.

Projects designed to stimulate interest in community business districts have also received sympathetic cooperation from the park department. An example is that of the Magnolia Carousel. Magnolia is a thriving district of the city—indeed almost a city itself. Each year its merchants sponsor a fair and carnival, called The Carousel, at which neighborhood residents can compete in games of skill for small prizes. This is a big affair in the district. Thousands turn out for it and, at that time, the Magnolia fieldhouse resembles fair day at the county seat.

Other districts—such as University, West Seattle and Ballard—have taken up the idea, and now sponsor similar affairs in the fieldhouses.

Mothers of pre-school age children have banded together in cooperative play groups, to provide nursery school training for their youngsters. More than a few of these groups hold their daily meetings in fieldhouses.

With the cooperation and enthusiastic help of neighborhood groups, parties that attract hundreds of children and adults are staged during holidays. Last year's Christmas program was a particularly ambitious undertaking for the district supervisors. Each of the city's fieldhouses put on two parties—an evening affair for adults, an afternoon party for children. Carol singing, games, movies, Yule log ceremonies highlighted the adult gatherings; Santa Claus



and the distribution of gifts and candies donated by local merchants were featured for the children.

These holiday parties pay off in a tangible way. In 1949, the Seattle Police Department was plagued by more than a hundred calls, owing to the Halloween shenanigans of youngsters. In 1950, the number was considerably lessened, and in 1951 the number of complaints fell to less than half of the 1949 figure.

Police officials give full credit for the gratifying change to the fieldhouse activities on Halloween night. The parties were made so attractive to the youngsters that they forsook roaming the streets in order to attend them.

Normally, teen-agers shun affairs organized and administered by adults. They conceive of themselves as grown up, and resent the patronizing attitude of some of the adult groups solicitous for their welfare.

Happily, Seattle's district recreation supervisors and the Parent Teacher's Association recognize this state of mind. The frequent dances held for high school students are organized by the students themselves. They do all the work involved with decorations, food, music, publicity and mete out the punishment to transgressors of the unwritten moral code they have established. As a consequence, teen-agers flock to the dances. The annual All-City High School Dance, held in the civic auditorium, draws thousands of students.

Attendance figures for the fieldhouses mark their popularity and usefulness. Annual attendance touches the two million mark, in a city of just over half a million population. One center alone clocked a 1950 attendance of 173,000. The oldest fieldhouse, Ballard, constructed in 1909, had a 1950 attendance of over 150,000.

Any individual or group may use the fieldhouse. City charter stipulations, however, rule out religious or political meetings. Groups who close their meetings to anyone but members must pay a small service fee. This policy, laid down by the Board of Park Commissioners, does not extend to character-building agencies such as Boy and Girl Scouts, however.

An excerpt from the park board's statement of policy on the charges explains the reasoning behind them:

"It shall continue to be the basic policy of the board to provide such facilities, services and opportunities as may be made available for the enjoyment of the general public, without payment of additional charges . . . However, where a user desires an exclusive privilege or special service, the board reserves the right to impose a service charge to compensate the general public for the use of its facilities . . ." However, despite the ever-larger appropriations by the city council for fieldhouse construction and maintenance, despite the emphasis put on this program by the park department, a recent survey showed that fewer than half the city's communities have class A fieldhouses available for use.

The survey finding was a rude shock to the park department. A large portion of the annual budget was devoted to fieldhouses. To spend more would have meant cutting down on other vital services. Yet not to spend more was, in essence, a discrimination against those communities without fieldhouses—a majority of the city's districts.

The only possible solution was a coordinated, cooperative program with the city's school system. The schools had long wanted to provide more recreation facilities for students, but they, too, had been hamstrung by finances. It was felt that a joint enterprise between the park and school boards could accomplish the required enlargement; and a joint staff committee was appointed.

An instance of how the idea has worked out is the new Laurelhurst community center. A city planning commission survey showed that the district badly needed enlarged facilities. The Laurelhurst community club agreed with the finding and put its weight behind a request for more space. The joint park-school staff committee, meeting each week, ironed out details of financing, construction, administration and maintenance. In May 1950, contracts were signed and construction begun.

The total cost of enlarging of facilities was \$128,381. Of this amount, the school board paid \$49,120.51; the remainder was paid by the park board.

Under this cooperative scheme, the Laurelhurst school gym was enlarged, apparatus was added and social rooms provided. The facilities have had steady use ever since. During the school day, the school board is in charge, and from three to ten p.m. the park department takes over. Saturdays and holidays the facilities are under the park department management from nine a.m. to midnight.

The statement of intention drawn up by the park-school board joint committee makes clear the basis for the new cooperation:

"It is the general intent of this agreement that two public agencies join in the construction and operation of a public building, each paying its just and fair share of the costs prorated as to use of facilities required. It is further intended that all such joint use shall be exercised in an efficient and economical manner so that such public service may be extended to the largest possible number."

The efficiency and economy of the joint system has been a joy to both school and park boards, and to the city council; and the community has been supplied with the facilities it needed without having to look sourly on an increased tax schedule.

Seattle's community center program has its troubles. There are continuous problems: complaints from communities without class A fieldhouses; demands for programs the department cannot finance or staff; grumbling by a few groups who feel themselves ill-used when they are charged for special services.

In general, however, the program moves along smoothly. The cooperation of community groups is essential to the progress, and Parks Superintendent Brown spends much time meeting with such groups. District recreation supervisors are instructed to offer as much assistance as the department can give, and often go out of their way to be helpful.

The department's work in the community, and other programs, has made it the third largest city department. In time, it may well become the largest, bringing to every citizen the recreation so desperately needed in these days of tension and uncertainty.

# Some Thoughts on Being a Recreation Leader

ANY TYPE OF LEADERSHIP involves responsibility, but I can think of few areas where the responsibility is greater or where the successes and failures may be more far reaching than in the profession of recreation.

Here leaders are dealing with people who come of their own free choice and who remain only if they find the program interesting and the leadership of high quality. Some of these people come with a definite purpose in mind. It may be to learn or participate in a specific skill—arts and crafts, physical activities, dramatics or dancing; it may be to have fun and sociability

MISS DAUNCEY, the Katherine F. Barker Memorial Field Secretary for Women and Girls, is one of NRA's training specialists in social recreation.

with others of their own age group; it may be to belong to a group, a club or a team.

Others don't know what they want but are hoping for new experiences, for recognition and for an opportunity for success in some phase of the program.

Whether the child, the youth or the adult finds these things on the playground, in the community center, the school building or on the playfield depends entirely upon whom he finds there as leaders. He may receive exactly what he came for—no more—or he may get the "extra plus" things which come from contact with a person of real character and worth.

It is trite to say that we need real leaders now as never before—but it is true.

The young man or young woman leader who has no interest except to put on a good performance in some field in which he is highly skilled is not needed nor should he hold a position on a recreation staff today. Leaders are needed whose main interest is in people and whose most important concern is for what is happening to the individuals with whom they work.

This means that we are getting away from mass activities as a criteria of success and are evaluating our programs not so much in terms of thousands as in terms of a really good job with perhaps hundreds.

It is high time this change took place and I hope that re-education of recreation boards and city officials has accompanied the change. Suppose we take a look at the importance of good leadership.

A summer playground may be a place where hordes of little barbarians let off steam for eight or ten weeks—where nothing very constructive happens and where in a few weeks (or days) the timid, insecure child has decided to stay at home or play in the streets for the rest of the summer, because he hasn't a chance with the rougher ones, and the playground leader never seems to notice him.

The leader does not have any new ideas and each day is like the one preceding. It really does not make much difference whether or not anyone comes.

Contrast this with a playground where there is always something interesting going on—a tournament, a



A Long Beach, California, student in crafts proudly shows work to leader.

special event, a surprise for everyone. You can't stay at home because you might miss something good. Every week there are new games, new songs or different crafts.

The leader knows all the children by name and knows a little bit about each one. She sees that everyone gets a fair chance. She is fun and jolly and you like to be with her. She makes you feel proud of your playground and she counts on you to make it a success.

The difference in these two pictures? Leadership. A teen-age program may be anything but a good social experience. There may be cliques who run everything and try to keep the others out.

You go and dance (if you know how) but if you don't, you just sit and watch. You may play tennis (if you know how) but watch if you don't. That is all there is to do.

No adult asks you to work on any project which is interesting, yet they

keep saying teen-agers are self-centered.

No one finds out what you really think about things or asks you for suggestions for programs. It is all so dull—no excitement, or adventure or glamour in any of it. It is hardly worth the bother of walking to the community center Friday and Saturday nights.

Contrast this with an attractive room which is a real social center. There is a leader whom you really like, and you know she likes you, for she takes time to visit with you.

When she sees that a few people seem to be having a good time and the rest are left out, she quickly does something to bring everyone into the group.

She has committees who work along with her. She gets interesting community people to come and help with special programs. She finds out who the boys and girls are who have special abilities and uses them.

There is nothing routine about the program. There are theme dances, a mock track meet, a progressive games party, a radio show, a play, a cook-out, a party for parents—always something to work on.

The community is mighty proud of the teen-agers because of the many ways they have helped on community projects and the nice things they have done for special groups.

The difference between the two programs? Good leadership. Take any part of a recreation program for any age group, in any setting, and you can draw your own contrasts.

Perhaps by this time you are asking, "Well, where do you find these paragons?" The answer is, "In no one place." They may be men and women who have come up through the ranks in your organization; they may have come from school work; from the field of physical education; from group work; from your local college or university; from camp work; from some private agency; or from some of the fine schools which are now graduating majors in recreation.

The important thing is that you will recognize them by certain basic qualifications—many of them not required for or indicated by a college degree.

These qualities are:

1. Good health, energy, enthusiasm and a sincere interest in people.
2. The quality of being emotionally adult. (This is not necessarily related to the number of birthdays one has had.) A young person may possess it and an older person show great lack of it.
3. A sense of humor.
4. Imagination, resourcefulness and adaptability.
5. Courage to live up to standards.
6. Good taste in dress, speech and behavior, and an innate sense of the fitness of things.
7. The capacity for putting one's self in the other person's shoes.
8. Sincerity.
9. Calmness and an inner poise.
10. Willingness to learn from others by listening.
11. A sense of proportion and the ability to separate the important from the unimportant things.
12. A real desire to keep learning and to read and study the new findings in the field of human relationships.
13. Unlimited patience.
14. A willingness to be democratic in practice as well as in theory.
15. The ability to try to understand standards other than his own personal ones.

Men leaders should be interested in promoting social phases of recreation as well as athletic events and should feel a real responsibility for planning and working with both boys and girls.

The younger boys need guidance and help before they are ready for organized team games. The teen-age boys need to feel a leader's approval if they desire to experiment with music, drama, crafts, square dancing and social programs. The man who himself feels insecure if he gets outside of his athletic setting may unconsciously pass this feeling on to others, to the detriment of the total program.

Women recreation leaders need to spend more time in working out the kind of program which will help girls

in setting up some goals for the future, and in understanding their role as women in the world. They need to be ready to give wise and understanding counselling if and when it is needed.

A good woman recreation leader can influence the thinking and behavior of girls where the home and school may be failing in this respect.

Working with people is the hardest job in the world but also the most rewarding. It behooves leaders to check regularly on themselves. To be vital and sensitive to the needs of people the leader must take time to refresh himself, or the day will come when the job will no longer be fun and the leader will have little to give.

Few recreation people can find enough time in which to do this, but there are ways of budgeting time so that a relatively short span can bring that sense of refreshment.

Reading a book, listening to music, working a garden, playing golf, going to a play or movie, pursuing a hobby, attending a lecture, visiting with friends, taking the family on a picnic, going fishing—all these and a hundred more are the things which renew the spirit.

There is something radically wrong if the recreation leader who believes in these activities for other people does not see the need for them for himself.

Is it not possible for the leader to become physically, socially and spiritually undernourished?

When the whole subject of recreation is more related to living and less to mere leisure, perhaps more leaders will find time for these things and have no guilty feeling of leaving some things undone.

Perhaps another answer is to share responsibility with others and make use of more volunteers in the program in spots where they can be most effective.

Time out for lunch with a service club or serving on a community committee for something not connected with the job may do more to sell your work and your program than several days spent at your desk.

Let's keep all the good leaders we have and make a real effort to discover new ones!

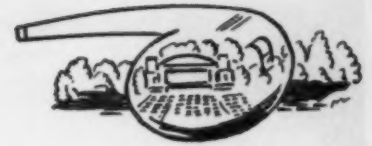




Against leafy, park background, Prince Pat Campbell assists Cinderella Judy Merchant to rise from curtsy.

## DRAMA in the PARKS

### *An Experiment*



**L**IKE the ingredients of a well-filled club sandwich, Junior Programs and the Metropolitan Park District combined their talents, money and physical assets for a summer of fun for Yakima, Washington children. When the drama organization offered the experimental idea of an outdoor formal theatre, the short-of-funds park department jumped at the opportunity.

The preceding year the two organizations had shared the cost of hiring a creative dramatics teacher. Originally Junior Programs had been financed by donations from civic organizations, but in 1951 they found that they had money left from the season's productions, and now it is entirely self-supporting from ticket sales for each season's programs.

These programs are made up of plays presented by touring companies which have been highly recommended by other drama groups. Occasionally, local artists or members of the high school, junior college or little theatre, are used.

Since Junior Programs is a non-profit organization, any treasury surplus at the end of each year is turned back to city children in some form of drama, music or art. Members agreed that the summer was a logical time to try an experiment of using child participation in plays for children.

Therefore, enthusiastic representatives of the Yakima group sought ideas from the University of Washington drama department, and spoke to heads of park and recreation programs in larger cities. Response to their inquiries always indicated the same story—predictions of no time, or insufficient funds to pay for trained personnel.

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MRS. GOODALL is an active member of "Junior Programs."

At this point, members turned to their own group to find the talents that would enable them to carry out their project. It was decided that Mrs. Raymond Miller would take over as director and be assisted by Miss Francine King, a drama student. Other members offered their time and skills and soon the fantasy "Cinderella" began to take shape. It was well into May when this transpired and the group had to move rapidly.

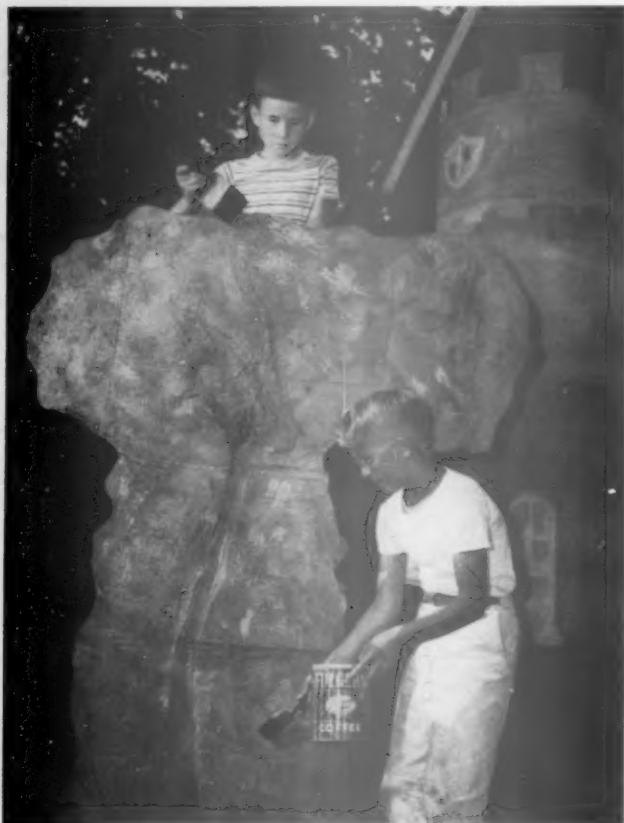
Costume and set designing, as well as publicity and business angles, were handled by members. Through the cooperation of schools, registration blanks were given out to students in the fourth, fifth and sixth and junior high school grades. These initial sheets described the play, stressed the time-consuming job of rehearsals, and asked for both parental and teacher signatures—the latter further being asked for comments as to whether the student possessed good health, attitude, dependability and like traits.

An early June date, just before school let out, was set for casting and the youngsters met with the adults in the parks. About seventy-five children turned out the first day and each was given the opportunity to read a part, or to participate in some other job connected with the play. Sixty children actually helped with the production and of this group, about forty took part in the finished performances.

Casting was understandably difficult as the capabilities of the children were not known. Mrs. Miller feels that any future production would work more smoothly if boys and girls could be studied and worked with prior to the casting date. The fact that one wardrobe had to suffice for separate casts was not allowed to determine casting. Later, it was surprisingly evident that only a few major alterations

would have to be made quickly between plays for the costumes to be a perfect fit for each cast.

Having selected "Cinderella" because it was a familiar and well-loved story, the group went ahead and three separate casts were chosen. In adapting the Chorpenning version from the Children's Theatre Press in Anchorage, Kentucky, for outdoor use, it became necessary to make several changes. The cast of eleven was increased to twenty. Four pages pulled imaginary curtains, gave explanations usually given by printed programs, and changed scenery in full view of the audience. Six fairies, attendants of the godmother, made the magic slipper appear, brought in



Mickey Campbell and Dick Lewis put finishing touches to tree being made for outdoor scene. A castle turret in background.

Cinderella's ball clothes and dressed her. These devices took the place of the magic effects which an ordinary stage allows.

Since park shrubbery is not always arranged to form a suitable setting, it was necessary to devise a portable background to enclose the stage area. Cedar boards three inches wide and six feet high were lashed together with wire, in ten foot sections. At each performance, these were wired to pipes that had been driven into the ground. This weatherproof background was harmonious with surrounding trees and was easily erected or rolled for transporting and storing. A young stage crew did the wiring and the Park District provided a truck and men to move the sections and other properties from park to park.

Cooperation between Junior Programs and the park workers became imperative as sites for rehearsals and for

the finished production were chosen. It was necessary that the audience be facing away from the sun. No lights were used, but the sun was needed to light up actors' faces. However, children could not practice without some shade, as the days were growing warmer. Rehearsals had to be away from traffic noises, playground equipment and swimming pools.

Since concentration was difficult, park supervisors did not allow non-participants to distract the casts. However, neighborhood children were encouraged to watch the play progress. Some became so interested that they arrived each day with the regularity of the players. Frequently, they were heard to comment that "He didn't put anything into that bit," or "That's the guy that should oughta been the prince!"

Players were required to spend two hours every week day for four weeks in rehearsals, and on the fifth week the play was performed before an audience seated in a semi-circle on park benches and tables or on the grass. The director and her assistant worked simultaneously, each with a cast, in a park in the morning. The third cast was rehearsed in the afternoon while a workshop crew made scenery, costumes and props.

As the weeks progressed the workshop became a fascinating place with paint, paper, scissors, needle and thread, paste, hammers and nails rampant. Colorful costumes were being fashioned from dyed material that had been sheets, curtains, draperies or discarded dresses. Castle turrets, trees and a fireplace made from wood or cardboard were being painted. Many children found it hard to choose a "best" between the morning rehearsals and the afternoon workshop.

The ideal situation would have been to hold the workshop in the parks. In Yakima, however, this was not possible because there are no storage facilities for scenery or paints, no shelter for the sewing projects, no tools for the boys and no adequate supervision. Such an undertaking needs at least one adult supervisor for every four or five children. Each job to be done is an individual job; and by holding the workshop within the confines of a home, children were allotted their days to work and confusion was kept at a minimum. Actually it would have been easier for adults to do all the work. Naturally this would have removed the value for the boys and girls. As it was, because of the press of time, much had to be done by older and more experienced hands that could have been done by the children.

Children who couldn't take part in the play were able to participate, through neighborhood parks, by making advertising posters. Park supervisors were eager to help.

Local park leaders feel an outdoor workshop for a summer theatre is feasible, but not possible, until Yakima parks grow more in space, storage and funds. Then adults and materials can be ready in small units for allotment to various parks. This calls for close supervision and long-range planning.

From the beginning, it was the Junior Programs plan in which all children in the city would have an equal opportunity to be chosen for the play. From the pre-casting

date through the finished production schedule, the Yakima daily newspapers and radio stations helped spread the word about the play progress. However, as the days advanced, it became apparent that the interest of children from the lower income homes was not being sustained, and more and more problems arose. Play directors feel that close parental cooperation with the players is imperative to bring about the needed regularity of attendance. Yet, on the production days there were as many children in these parks to see the afternoon dress rehearsals or evening performances as there were across town. This pointed up the fact that all children in the city needed an opportunity to view such free performances; whereas not all were yet ready to take part in the staging of such a production.

A peek into the director's notebook reveals progress reports given the children at the end of the third week. The play was important, but the child was the thing, as these excerpts show:

"You are growing into your character more daily and that shows fine thinking." "As the magic in our play de-

pends on you and the fairies, Godmother, it is important that you feel this magic. Your magic shows in your face; now can you make it show in your body and voice?" "I like the way you study your actions; you are making a good part of the character you are playing." "Your Cinderella must not be so sober but must be a happy girl." "Your posture is improving. With practice at home as well as on the stage, you will achieve a queenly bearing."

In looking back on the summer's experiment, Junior Programs and the Park District felt that much had been accomplished. The play provided something to consume the time and energies of the vacationing child and it kept many out-of-doors but off the streets. Many children learned lasting lessons in self-confidence from this unique experience. The drama organization felt their money had been wisely invested and park supervisors were gratified over the hundreds of families that went to the parks to see the finished play.

The best recommendation of all came from the children who sighed, "What will we play next year, and can I be in it?"

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Jesse A. Reynolds and John A. Donaho



## PERFORMANCE BUDGET

Budgets have been a paradox in the field of public administration. On one hand are the operating officials of the government who feel that they are competent to administer the programs which they have conceived. On the other hand is the legislative body which has the power to appropriate funds and to raise taxes to support the appropriations. The legislative body, not being in a position to supervise continually the expenditure of the funds appropriated, has been interested in the establishment of precise controls over the expenditure of funds. Recent developments in the field of budgeting are proof that there is a workable middle ground and that the opposing viewpoints can be reconciled.

The purpose of government is to meet the needs of the people and to carry out the objectives which are assigned to each agency by law. In order to carry out the assigned objectives there must be a plan, an organization and money. The budget is the ideal instrument for administrative officials to use in presenting their work plans and requirements and in obtaining approval of the legislative body. When the plan has been approved, the budget then becomes a guide to the administrator in discharging the responsibilities which have been placed

upon him. Once enacted, the budget is comparable to a contract between the administrator and his subordinates and the appropriating body.

Under the executive budget system the chief administrator of a governmental jurisdiction is responsible for preparing and presenting a budget. He is, likewise, responsible for the efficient administration of that budget. If the budget is thought of as a work plan, or a work program and its financial requirements, it then becomes the fundamental basis upon which the government operates, and is a standard against which performance can be measured. The preparation of a budget for the entire jurisdiction represents, of course, the reconciliation of many competing demands and needs and a weighing and balancing of these so as to present a balanced program which will meet the needs of the citizens.

In the last several years there has been increasing emphasis upon what is known as a performance budget. The performance budget is one in which the emphasis is placed upon services to be rendered by the jurisdiction with the dollars requested, rather than upon what is to be purchased with these dollars. In other words, the work plan is the fundamental basis of such a budget. Obviously, costs cannot be accurately defined until the work to be done and accomplishments to be expected are first

set forth. This shifting of emphasis from the means to the end itself directs the attention of the administrator and legislative body to the work plan or program rather than upon the tools with which the job is to be done, such as personnel and equipment.

The principal objective of the performance budget may be said to be responsibility: responsibility of administrators for properly planning, organizing and presenting a balanced work program and for properly estimating the minimum financial requirements to carry out that work program,

so that each unit of service will be performed at the lowest unit cost; responsibility, too, upon the legislative body to approve work programs which it feels will meet the needs of the citizens; responsibility, above all, for performance, in accordance with the contract which has been entered into by the administrative officials with the appropriating body. The performance budget provides a review of what is to be done, how it is to be done, and with what it is to be done. It provides, also, for a continuing review of these same factors.

The performance budget itself will be of limited value if performance is represented only in the annual budget document. The whole concept of the budget as an aid to administration must be cast in the same pattern. The budget, the accounts, and the reports must follow. The performance or work-program budget and what has been known as the line-item budget are irreconcilable. Lump sum appropriations for major operating units are necessary. Proper budgetary administration requires that the administrative officials be given certain flexibility in administration in order to perform the job which they have guaranteed to produce. Therefore, when the accounts are set up, on a work program basis, with an account for each work program, there must be within the hands of the administrative official sufficient authority to provide

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for the transfer of funds among allotments made by the administrator to the various accounts. Opportunity for recurring evaluation of program progress and consequent transfer of funds from places where they are not needed to places where they are needed is essential.

Likewise, the evaluation of performance should not be on an annual basis. From the standpoint of the line executive in direct charge of an operation such as recreation, evaluation of performance is a daily thing. From the standpoint of top management it is

playgrounds and centers, 2) sports and athletics, and 3) special services and events. Funds for the operation of these are appropriated in a lump sum and the administrative head, with approval of the budget director and the city manager, determines how they are to be used to provide a well-balanced recreation program. These same basic considerations are given to the structure of the park budget which has seven work programs to measure service and performance. General administration serving both bureaus of the department is set up as

## FOR RECREATION

regular in terms of monthly and quarterly periods. Under a quarterly allotment system, the chief executive and his staff can evaluate program progress and financial expenditures at the end of each quarter. Using the work program as the basis of the budget and of the account and defining within each program the measurable activities means that the financial reports and the reports of work produced, or administrative reports, can be reconciled. Regularly, then, the financial reports and the work reports should be reviewed and evaluated, first by the operating executive, and second, by the chief administrator and his staff. At that time, changes in program can be checked and financial adjustments made. Funds which are not needed should be placed in a reserve for contingencies where they will be available, upon request, to carry out programs which have been authorized.

Because the work plan, or program, is the fundamental basis of the performance budget, the Richmond, Virginia, department of recreation and parks has built its budget on three major units: 1) administration, 2) recreation, and 3) parks. In order to measure the activities of each, work programs have been established. In recreation, the work programs themselves define the program content, and through key work load factors performance is measured. Richmond's work programs for recreation are: 1)

a separate work program. The cost is not distributed to other services or programs.

Presentation of the budget stresses program and performance, followed by financial statements outlining cost. It can be noted from the following budget that *what* is to be done is the key factor rather than how the programs are to be accomplished.

The presentation begins by outlining the general objectives and scope of activities of the department, indicating its goal in the development of recreational opportunities and its standards for maintenance and operation of parks and playgrounds. Following this is a financial statement on the bureau level of all funds, budget and capital, allocated to the department.

The following is a typical budget as submitted by the Bureau of Recreation, showing program and performance, the appropriation ordinance text and the financial statement. Particular attention is called to the appropriation ordinance text, which gives to the administrator the desired flexibility of using funds where they are most needed.

### Program and Performance

#### *Centers and Playgrounds*

This work program plans, organizes, promotes and directs leisure-time programs at eighteen community centers from November 1 to March 31—mainly for children in the afternoons,

and mainly for teen-agers and adults at night.

The program consists of folk, square and social dancing; drama, puppetry and storytelling; community singing and organized choral groups; modern dance groups; playground activities; sewing, knitting, woodcraft, hobbies, handcraft and art groups; games, contests and tournaments; parties, dances, special youth groups; youth dances; special programs and events. Participant sessions in community centers for 1951-52 are estimated to be 337,828.

From April 1 to October 31, on thirty-six playgrounds, the program stresses activities similar to the center program with fewer organized groups and more highly organized special events such as thirty-six family play days in May, during Park and Recreation Week, summer events such as Fourth of July programs, family nights, puppet shows, handcraft exhibits and August play days correlating and exhibiting all phases of the program. Participant sessions for 1951-52 on the playgrounds are estimated to be 970,655.

Emphasis is being placed on a community program at neighborhood centers and playgrounds. These are planned with local advisory councils composed of neighborhood people. Approximately four hundred volunteers work annually with the local staff.

#### *Sports and Athletics*

The division of sports and athletics promotes, plans, organizes and directs all phases of the athletic program at twenty-three playfields, eleven community gymnasiums and two swimming pools. In addition to these, sports and athletic workers also assist playground directors on thirty-six playgrounds during the summer months and in eighteen community centers during the winter months. The division works in close harmony with the churches in planning athletic programs and assists in the operation of all church sports functions using public facilities. It also serves as the local agency for National AAU events staged in Richmond.

It is the constant aim of this division not only to help our citizens enjoy themselves as actual participants

of sports and athletics, but also to stage athletic contests and events that will allow them to enjoy themselves as spectators as well.

The program will include: approximately 3,344 baseball and softball games; six city, district and state softball tournaments; seven tennis tournaments; two horseshoe tournaments, city and state; neighborhood Fourth of July celebrations; the lending of materials, as well as providing staff aid for picnics to church, business and professional groups.

In the fiscal year 1950-51 a total of 3,100,000 participants and spectators were served at a unit cost of three and one-tenth cents per participant.

An estimated 3,300,000 citizens will be served as participants and spectators in 1951-52. Unit cost, per fiscal year:

1949-50	\$.029 (actual)
1950-51	.031 (estimated)
1951-52	.032 (budget)

#### Special Services and Events

In this division of its program the bureau plans, coordinates and directs special activities for which it assumes primary responsibility including:

1. Projects financed and directed by the division—traveling theatre, for park and playground programs; eighteen neighborhood Halloween celebrations; Club 16 (teen-age club); Christmas pageant (out-of-doors on Christmas Eve); concerts (free to the public)—including The Messiah, presented by the opera group, spring concert, presented by the choral society; specialized city-wide groups (adult Negro and white)—community center chorus, art, drama, puppetry, modern dancing and eurythmics; storytelling program (playgrounds and clubs); neighborhood square dance jamborees.
2. Projects directed but not financed by the division—Tobaccorama, presented by Tobacco Festival, Incorporated; city employee's show; children's theatre (three productions annually); Park and Recreation week; opera group (one production annually); Carillon pop concerts (six-week series, in cooperation with Virginia Conservation Commission); servicemen's dances; opening features of

Community Chest and Red Cross fund drives.

3. Staff and volunteer training conducted by the division in: folk dancing, storytelling, creative drama for children, puppetry, theory of recreation.

4. Program planning and consultation service to organizations and agencies offered by the division to community groups, agencies, clubs, schools,

ments and an estimate of future needs. Since it is an estimate of what is to be accomplished, on funds requested, a system of reporting built on work programs must be devised. Since appropriated funds are allotted quarterly, reporting, therefore, on performance is also quarterly. These reports are important adjuncts to the performance budget—important to the administrator to check accomplishments, effi-

BUREAU OF RECREATION DESCRIPTION	DEPARTMENT OF RECREATION AND PARKS EXPENDITURES		
	Actual Fiscal Yr. 1949-50	Estimate Fiscal Yr. 1950-51	Budget Fiscal Yr. 1951-52
<b>GENERAL FUND</b>			
Annual Appropriation.....	\$210,024	\$254,260	\$260,000
Decrease of Appropriation by Transfer			
To: "Bureau of Parks".....	1,706		
Total GENERAL FUND Appropriation .....	\$208,318	\$254,260	\$260,000
Less Unexpended Balance.....	3,235	6,255	
Net Total GENERAL FUND Expenditures .....	\$205,083	\$248,005	\$260,000
<b>EXPENDITURES BY WORK PROGRAMS</b>			
No. 300301. Playground and Centers.....	\$ 95,598	\$112,862	\$117,014
No. 300302. Sports and Athletics.....	59,982	91,605	96,031
No. 300303. Special Services and Events.....	49,503	43,538	46,955
Total.....	\$205,083	\$248,005	\$260,000
<b>EXPENDITURES BY CHARACTER AND OBJECT</b>			
Average Number of Permanent Employees.....	35	42	41
Man-Months, Temporary and Part-Time Employment	844	900	900
Personal Services Permanent.....	\$ 80,063	\$ 95,920	\$104,370
Part-Time and Temporary.....	78,511	104,114	105,765
Supplies and Materials.....	21,948	21,571	22,485
Equipment, Maintenance and Replacement.....	1,578	1,348	2,090
Equipment, New.....	553	80	
Rents and Utilities.....	15,249	12,239	12,421
Printing and Binding.....	149	124	130
Travel.....	238	350	300
Freight, Express and Hauling.....	5	13	20
Other Contractual Services.....	6,552	12,171	12,269
Unclassified.....	237	75	150
Total.....	\$205,083	\$248,005	\$260,000

churches, and so on. The division serves as a clearing house for all music and drama groups in the city.

5. Lending service to civic organizations, schools and churches of costumes and scenic materials.

#### Appropriation Ordinance Text

For salaries and other expenses, including acquisition of equipment, necessary for the conduct of the work programs of the Bureau of Recreation in the Department of Recreation and Parks, as set forth in the General Fund Budget .....\$260,000.

#### Financial Statement

It must be remembered that a budget as presented, with its cost figures, key work-load factors, and so forth, is at best a review of past accomplish-

ciency, progress and evaluation—important to the legislative body, administrative heads and to the citizens that they may see *where* their money goes, not so much *how* it goes, and the net result of work accomplished for dollars spent.

#### Census Figures

The Bureau of the Census tells us that the average 1950 per capita expenditure for "recreation" in 474 cities of over twenty-five thousand population was \$2.51. It varied from an average of \$2.07 in 243 cities of twenty-five thousand to fifty thousand up to \$3.60 per capita in thirteen cities of five hundred thousand to one million. Figures include parks, organized and other recreation facilities.



# Come On In - The Dancin's Fine



**E**VERYONE SEEMS to be do-si-doing it these days. Watch your favorite television program and, with little or no excuse, the ballet group will suddenly go into a square dance. Tune on the radio and a slick band with a hillbilly fiddle will be setting the mood for a "hoedown." Go into the record shops and instead of listening to crooners and lullabies, you'll be hearing countrified voices yelling "Allemande left and around you go!" Yes, everybody's doing it—or almost—for there still are many of all ages who are anxious to get into the swing, but find the activity a little complicated in the beginning. For them, we offer the following. The idea is to start with a few simple squares and, later on, progress to the more difficult figures.

## Captain Jinks Quadrille

*Music:* "Captain Jinks" or 6/8 rhythm.

*Verse:*

1. Do-si-do with your corners all, your corners all, your corners all;
2. Do-si-do with your partners all, for that's the style of the Army;
3. Allemande left with your corners all, corners all, corners all;
4. Allemande right with your partners all, for that's the style of the Army.
5. Balance to your corners all, your corners all, your corners all;
6. Swing the corner lady all, and promenade around the hall.

*Chorus:*

When I left home, mama she cried, mama she cried, mama she cried;  
When I left home, mama she cried, "He's not cut out for the Army."

(All is repeated three times.)

*Action:*

1. All turn away from partners, walk around corner lady, passing right shoulders and walk backwards to places.
2. Face partners and repeat do-si-do with them.
3. Turn away from partners, join left hands with corner lady and turn around counterclockwise, back to place.
4. Face partners, join right hands and turn clockwise back to place.
5. Take two steps backward, then two steps toward corner lady.
6. In waltz position, turn corner lady in place.
7. Promenade with corner lady around the square and back to man's place. Repeat three more times, until original partners are reunited.

## Take a Little Peek

*Music:* "Wreck of the Southern 97," "Irish Washerwoman," "Durangos Horn Pipe" or "Turkey in the Straw."

*Introduction:* Done only at the beginning of the dance.

1. Honor your partner, sides address (bow to partner and corner).
2. All join hands and circle left.

3. Come back home single file.

4. Ladies in the lead, Indian style.

*Figure Calls:*

1. First couple out and lead to the right (stand in front of second couple and bow).
2. Around that couple and you take a little peek.
3. Back in the center and you swing your sweet.
4. Around that couple and you peek once more.
5. Back in the center and you circle four (join hands with second couple and move left half way 'round).
6. Circle four and pass right through (first couple pass between man and lady of second couple).
7. And you go right on as you used to do (first couple goes over in front of third couple and bows).

(Lines 1 to 7 are repeated twice more, but on the last time, substitute: "And you go back home where you used to be.")

*Change Calls:*

1. Home you are with a balance all (step toward partner and back).
2. Swing around all and swing around eight (turn partner twice around, eight steps on this and next line).
3. Go up the river and across the lake.
4. Allemande left (turn corner all the way 'round with left hand).
5. And a grand chain eight (give right hand to partner, pass her, left hand to next and so on, doing a grand right and left half way 'round circle on this and next line).
6. Hurry up boys, don't be slow.
7. Meet Mary Ann and away you go (meet partner and promenade home with her on this and next two lines).
8. Back home again with a promeno,

Hi dee, hi dee, hi dee, oh!

*Note:* The second couple now does the figure call, all do the change call, then the third and finally the fourth couples do the same. At end, all promenade to seats, instead of "back home."

## Darling Nellie Gray<sup>1</sup>

*Music:* "Darling Nellie Gray."

*Introduction:*

Honor your partners, your corners all  
All join hands and circle the hall.

*Calls:*

1. Oh, it's first couple out to the right  
And circle four hands around,
2. And swing your opposite darling Nellie Gray.
3. Now it's right and left right through  
And you balance as you do,
4. And swing your own darling Nellie Gray.
5. Then it's on to the next  
And circle four hands 'round.  
(Repeat with third couple and again with fourth. The first couple then returns to place.)

*Chorus:*

1. Now it's do-si-do your corners  
And do-si-do your own.
2. And swing your opposite lady 'cross the hall
3. And swing your left hand lady, just as you are
4. And swing your own sweet darling Nellie Gray.

*Action:*

1. The first couple leads out to the right, joining hands with the second couple and circling left.
2. Each gent of these two couples swings his corner lady.
3. Right and left, half-way, then turn around individually and directly facing them will be their original partners. The ladies turn to their right and the gents to the left, in the "Right and Left." The figure is not completed as in the regular "Right and Left." The balance is a mere nod, as there is no time to perform a real balance.
4. Gents swing their original partners (only the first and second couples are dancing; the third and fourth are standing still).
5. First couple then moves to the third and the figure is repeated.

*Chorus Action:*

1. Gents perform a do-si-do with their corner ladies, passing by the right shoulders. Partners do-si-do, passing by the left shoulders.
2. Gents move directly across the set, but in doing so, move slightly to their left, so that there can be no collision. Now they swing opposite ladies (the first gent swings the third lady, the second swings the fourth and so on).
3. Each gent stops swinging, being careful to leave his own lady on his right. Each then moves to the lady now on his left and swings her. Thus the first gent swings the second lady; the second gent, the third lady; and so on.
4. Each gent now swings the lady on his left, who is his original partner.

**Buffalo Boys<sup>2</sup>**

*Music:* "Buffalo Gal," "Wagoner's Reel" or "Little Brown Jug."

*Calls:*

- A. First couple balance and swing.
1. First buffalo boy promenade the outside ring  
Balance to your partner  
Partner with the right hand 'round
  2. Corner lady with the left hand 'round
  3. Sashay by your own little gal  
And swing the lady across the hall
  4. Home you go and swing your own

1. Reprinted from "The American Square Dance," by Margot Mayo, Sentinel Books, New York. 2. Reprinted from "The Square Dance," Chicago Park District.

5. And one-two couples swing
6. Two buffalo boys promenade the outside ring  
Balance to your partners  
Partner with the right hand 'round  
Corner lady with the left hand 'round  
Sashay by your own little gal  
And swing the lady across the hall  
Swing her awhile and leave her alone  
Run away home and swing with your own
7. And one-two-three couples swing  
Three buffalo boys promenade the outside ring  
Balance to your partners  
Partner with the right hand 'round  
Corner lady with the left hand 'round  
Sashay by your own little gal  
And swing the lady across the hall  
Home you go and swing your own
8. And all four couples swing  
Four buffalo boys promenade the outside ring  
Balance to your partners  
Partner with the right hand 'round  
Corner lady with the left hand 'round  
Sashay by your own gal  
And swing the lady across the hall  
Home you go and everybody swing  
Allemande left, grand right and left  
Meet your partner and promenade.
- B. Second couple balance and swing.
- C. Third couple balance and swing.
- D. Fourth couple balance and swing.

*Action:*

1. The first gent walks once around the outside of the set back to his home station and bows to partner. He then joins hands with her and turns her once completely around in a clockwise direction, then drops joined hands.
2. Gent number one then turns his corner lady (lady number four) once completely around counterclockwise, with left hands joined, then drops hands.
3. Gent number one sashays counterclockwise on inside of set, passing in front of his own partner to the lady across the hall from home station (lady number three) and swings her.
4. Gent number one returns to original partner and swings her on his home station.
5. First and second couples swing.
6. First and second gents, with second gent in the lead, now simultaneously repeat movements numbered one to four.
7. First, second and third couples swing; then first, second and third gents, with third gent in the lead, simultaneously repeat movements numbered one to four.
8. All four couples swing; then first, second, third and fourth gents, with fourth gent in the lead, simultaneously repeat movements numbered one to four.
- B. Substituting for A, second gent leads out and repeats movements numbered one to eight. (Gents three and four, and finally one, are added in proper sequence.)
- C. Substituting for A, third gent leads out and repeats movements numbered one to eight. (Gents four and one, and finally two, are added in proper sequence.)
- D. Substituting for A, fourth gent leads out and repeats movements numbered one to eight. (Gents one and two, and finally three, are added in their proper sequence.)

# COMMUNITY LEADERS

## Use Your Initiative

OF TWO CENTRAL aspects of our current mobilization problem, one revolves around production and manpower problems. The second revolves around information and education problems. There is still a third highly important aspect to which reference should be made: the problems raised in connection with the maintenance of a relatively huge and growing military force. That these problems are many is obvious. The central core of the particular problem to which I want to make brief references here may be phrased in the form of an assumption and a question. The *assumption is this*: We are faced with the necessity of raising and maintaining a large military force for many years to come. The *question is this*: How do we raise and maintain such a force over an indefinite period and at the same time sustain the normal forward progress of our national democratic culture?

I am convinced that most of the answers to this question rest with our American communities, particularly those communities which military personnel visit, and in which military personnel and their dependents live. Here is why this is so.

First—Military training and service are fast becoming normal parts of the growing-up and educational process for our American youth.

Second—If military service is to sustain the normal forward progress of our culture, it must make a constructive contribution to that educational process. You can't make military training an intellectual and moral deep freeze; and certainly it must not

represent a period of moral and intellectual retrogression. It has got to give young men the opportunity to grow as individuals, to become better citizens; and this responsibility applies equally to the young women of the armed forces; and to the women who marry servicemen; and to their children.

Third—Many of these opportunities can be given to military personnel through such military programs as special services, information and education, training, and religious opportunities. However, the military services alone simply cannot provide sufficient opportunities of these types and of sufficiently high quality; and cannot follow service personnel and their dependents when they live in and visit civilian communities. Therefore, it becomes necessary to look to civilian communities to make freely available their indigenous resources to supplement and support military programs. It is in our communities where this national culture of which we speak is resident. What we want and need for military personnel and their families is the closest possible normal contact with the mainstreams of American life in the communities in which they and their dependents live and which they visit on leave time.

There is no fixed formula or standard pattern for accomplishing this. In our work with military commanders and community leaders, we say to the military, "Discover, and make full use of what is available in

the civilian community; expand your own fine programs by drawing on the civilian resources available to you." On the other side, we tell community leaders to use their imagination and initiative in stimulating a free flow of community resources on behalf of military personnel; to make available and attractive to military personnel everything in their community in which they take pride. To both sides, we say, "Get together, plan jointly, work cooperatively to maintain and expand a joint community-military program that uses all the resources on both sides in order to make available a stimulating and attractive program which has something worthwhile to offer every serviceman and woman, every service dependent, and every member of the civilian community."

Frankly, we think of our role, of the federal government's role, in this highly important segment of the national mobilization

effort as that of a challenger. We offer to people of good will in American communities — to

all people of good will—the challenge to join with the military as full partners in helping to make military training and service a period of positive growth in the highest values of our democratic culture. It is possible to send young men and women back to civilian life better citizens than when they entered the armed forces. We think this is a challenge worthy of our American tradition. We think that in the solution of the problems posed by this challenge, our American communities can and will devise new and effective methods for community cooperation on behalf of the public welfare. We ask this Conference on Community Mobilization for such assistance as it can give to us in this work and for such assistance as it can give to the countless individuals of good will throughout this Nation who are already struggling with this problem. (See page 572, "Community Programs Include Servicemen."—Ed.)

\*Given before session of "The American Council for the Community Conference on Community Mobilization," November 1951.

An Address by  
Sherwood Gates



• The following three articles merely suggest the wide range of recreation training opportunities existing in our country. In addition to formal, academic and professional education conducted by colleges and universities and the regular in-service training programs conducted by local and state recreation agencies, there are varied and extensive opportunities for young and experienced workers. Also, there are the annual district recreation conferences, conducted under sponsorship of the National Recreation Association, the National Recreation Congress and numerous training experiences provided by state extension services. Courses, workshops, institutes and training conferences run into the hundreds annually.

Whether it be for activity skills or highly technical information of an executive or administrative nature, an appropriate training experience can be found in one or several sections of the land.

These training sources are helping to fill the gaps in knowledge and skills, to change attitudes. They are helping to create better workers and better citizens, developing people and improving performance. They are growing out of a need recognized by the leaders themselves and are the work of many people who are sacrificing time and money beyond their regular call of duty.—*W. C. Sutherland*

## Park and Recreation Institutes Across America—A New Venture

Garrett G. Eppley

**P**ARK AND RECREATION administrators are going to school and they love it. Across America, training institutes are springing up to serve the various section of our country. One may even receive graduate credit for participating in them, for they are conducted in part by personnel of our colleges and universities.

This new venture was initiated in 1947 when the Department of Recreation at Indiana University in cooperation with the Indiana State Park Department, the Indiana Municipal Park and Recreation Association, similar departments and associations of the surrounding states and their regional and national associations, established the Great Lakes Park Training Institute at Pokagon State Park, Angola, Indiana—225 miles from the campus of the state university. Since that time over five hundred different individuals have participated in one or more of the institute's annual sessions, and have come from twenty-six states, Canada and the District of Columbia. Some of them have

## Recreation

# TRAINING

gone back home to establish similar services for their particular regions. They all are affiliated with a college or university, with park and recreation departments and associations serving on the planning committee as co-sponsors. In Florida, the institute is affiliated with the General Extension Division of Florida University. In the New England region the Department of Recreation of Springfield College is responsible for conducting the institute, while for the Midcontinent Association it is affiliated with the Center for Continuation Study at the University of Minnesota. Proceedings are compiled for each; and in conducting an institute, the director is assisted by graduate students majoring in recreation. The American Institute of Park Executives and the National Conference on State Parks hope to have institutes established for all sections of the country by 1957.

Their popularity is illustrated by the average attendance at each session. At Pokagon, session attendance has increased three hundred seventy-five per cent though the total registration has increased only seventy-five per cent. Average session attendance for 1951 was one hundred thirty-one out of a total registration of two hundred two.

All persons appearing on the program come at their own expense or at the expense of their departments. It is considered an honor to appear on the program. The administrators spend many hours gathering data and preparing their talks. They are on the firing line, and the information they present is still hot. Each talk is followed by a lively discussion. A portion of the week is given over to small workshops in which everyone participates. Ample time is allowed for a discussion of topics; and demonstrations, films, displays and field inspections are utilized for the presentation of subject matter. It is the policy at Pokagon to allow considerable time for informal get-togethers, fellowship, relaxation and both passive and active recreation. The nightly sessions over a cup of coffee, in the "Barn" of the Inn, do much to create a common philosophy among park and recreation administrators. Too many institutes fail *because they are loaded down with speakers and discussions*. The topics for the Sixth Annual Session of the Great Lakes Park Institute are somewhat

"Pulverizers" proved of interest at recent Florida Park and Recreation Training Institute.

# G OPPORTUNITIES



typical. Included were discussions of School Camping, Planning of Park Systems, Areas and Facilities, Defense Problems as They Relate to Parks and Recreation, Effective Committee Functioning, State Services and Support for Parks and Recreation, Personnel Management, Interpretation of Parks and Recreation Through Use of Visual Materials, Surfacing and Paints. Nine workshop sessions on various phases of operation and maintenance were held.

The Great Lakes and the Florida institutes are designed primarily for park personnel while the New England and Midcontinent institutes are planned for both park and recreation personnel.

What are some of the results? Park and recreation administrators have indicated the following:

1. An improvement in the quality of work performed by park and recreation personnel—owing to the application of new techniques in administration and interpretation—a broadening of their concept of program, and the pertinent data obtained by them on operation and maintenance.

2. The development of a professional attitude; the learning of the "why" of things as well as of the "how."

3. The development of understanding among park and recreation administrators, and university officials. Each is beginning to realize the contributions and problems of the others.

4. The elevation of the status of park and recreation personnel in the minds of board members and the general public. The fact that the university recognizes the importance of this field influences various public groups to realize that trained personnel is desirable.

5. More research on the part of the busy administrator.

6. The learning of techniques for the conducting of institutes, gained from first-hand observations.

7. Administrators, graduate students—the potential administrators of the future—and even park foremen are becoming familiar with a vast amount of pertinent literature and personally acquainted with the leaders in the profession.

8. Subject matter presented at the institutes is being made available to our institutions of higher learning and

to the general public. Copies of the proceedings have been requested by colleges and universities, public libraries, as well as park and recreation departments.

Though curricula in park management are offered at Syracuse University and at Michigan State College, and recreation curricula are offered at a number of colleges and universities, none of these curricula prepare the future executive to administer a park and recreation department. The regional institute helps to fill this gap in training. But the most important contribution of the institute to the profession is that it has created among park and recreation personnel an urge to keep learning and to grow professionally.

What these institutes hold for the future nobody knows, but if they are well planned and conducted, held in the proper setting, they should develop the *park and recreation profession* much above its present status.

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MR. EPPLEY, *Chairman of the Department of Recreation of Indiana University, is Director of the Great Lakes Park Training Institute, Pokagon State Park, Angola, Indiana.*

## Larry Eisenberg

A SHORT, PLUMP German-born man was standing in front of a group of interested adults in a camp, explaining how you do wood carving. It seemed simple to him. Holding up a sample of his work, an exquisitely-carved animal, he explained, "He was in the vood—I just let him out." All the crowd looked up from their own handwork projects to smile at him and at each other appreciatively.

John Klassen had just about expressed the philosophy behind many of the recreation leadership workshops which now dot the country clear across the map. They are planned to find better ways of "letting out" the potential ability for enjoyment of life evident in the people who attend. All year long, especially in the spring, there will be groups of interested people earnestly pursuing the quest of how to help people play more effectively.

Most RECREATION readers are familiar with the tremendous job done by the social recreation and other specialists

of the National Recreation Association. They have helped a great deal in these recreation workshops.

The spontaneous way in which the workshops get started is one of their more interesting features. Someone attends one or two, gets the idea, and starts one for "his own people" nearer home than the regional or state-wide meeting. Nearly two decades ago such a meeting was held at Walden Woods, Michigan, on the basis of sharing ideas and learning leadership techniques from each other. One year they had an unusually interesting time. All of the "imported" leadership cancelled out at the last minute, and those present had to carry on the program by themselves. They enjoyed this sharing so much that when the group broke up and started regional workshops, members took the sharing idea with them. The Reverend Fred Smith went to Camp Ihduhapi, E. O. Harbin to the Southwide Leisure Time Conference, A. W. Henke to Clear Lake, Iowa, and D. C. Ellinwood to Illinois to start the Leisurecraft and Counseling camp; and from these many others have grown.

The features and pattern of these recreation workshops is similar and simple. The program will nearly always include offerings in group singing, crafts in their many forms, folk dancing, square dancing and singing games, informal and formal dramatics, active games and outdoor fun, nature lore and camping, perhaps specialized activities like whip snapping and boomerang throwing, and above all, plenty of philosophizing. It is a "learn-to-do-by-doing" experience.

These leaders are not only interested in the "how" of recreation, but very much in the "why". This fact accounts for the earnest discussion groups, panels, and talks on the place and function of recreation in the lives of the people in their particular organizations. At one of these sessions, a casual visitor might get the idea that most of them were not interested—since their eyes are lowered to their work of wood-carving, braiding, lacing and other jobs (any of which can be done silently). Let there come a lull in the speech, however, and the discussion shows that they didn't miss a word!

Democratic operation characterizes most of the workshops. Many are held in camps and other informal situations. Rugged clothing is the order of the day. Leader soon becomes learner after his special period of responsibility is over, and one may find a nationally-known music leader making a very ordinary-looking craft project of which he is very proud. The unwritten law is that everybody "pitches in" at all points in the program.

Cooperative operation of the workshops is often a delightful feature. The group helps with dishes and meals, cleans up and sweeps out, and takes pride in leaving camp cleaner than they found it.

You will find these workshops all over the country now. Some feature recreation on a community basis (for "Y" workers, extension service people, county agents, church workers, teen town and golden age workers). Usually these are quite non-sectarian. They are found in such workshops as Camp Ihduhapi, the Black Hills Lab, or the Illinois, Ohio (Buckeye), or Indiana (Hoosier) Labs, for example.

The faith and denomination groups have taken the pattern into their own basic training for professional and volunteer workers—the Catholic and Jewish groups, the Brethren, Presbyterians, American Baptists, Disciples and Methodists—as the YMCA and YWCA have done.

The Methodists have two policies about the workshops: we try to have a regional one close to as many people as possible; for those areas not so touched, we list in detail other training available. This information will be carried in the Spring edition of *Leisure*, which can be had free from Box 871, Nashville, Tennessee.

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MR. EISENBERG, author of *"The Pleasure Chest,"* serves as recreation specialist for the Methodist General Board of Education and as editor of its quarterly paper, *Leisure*.

## The Travelers

Robert R. Gamble

THERE ARE PEOPLE, especially in our largest cities, who live their entire lives on the block where they were born, although most of us travel a little more than that. A few people, however, like NRA training specialists, travel pretty continuously throughout several states, managing to get home only occasionally. People who live this kind of life are certainly entitled to be called "travelers."

The recreation leadership training staff of the National Recreation Association is composed of Helen Dauncey, Anne Livingston, Mildred Scanlon, Grace Walker, Frank Staples, and Ruth Garber Ehlers on a part-time basis. Known to recreation leaders throughout the United States, these training experts visited, in 1951 alone, three-fourths of the states in the Union, and Canada, working on request in 157 cities and giving leadership training to almost 15,000 recreation leaders, paid and volunteer.

In the general area of social recreation Helen Dauncey, Anne Livingston and Mildred Scanlon, probably the most famous traveling trio in the recreation field, in 1951, gave instruction to over 10,000 leaders in 102 cities. Wherever they went, they talked to luncheon groups, city officials, civic leaders; they appeared on radio and television programs; they were interviewed and photographed—all of this in an effort to serve as fully as possible the interests of the recreation movement.

Grace Walker is one of this country's leading teachers in the field of the creative approach to recreation. Creative recreation, as Miss Walker conceives it, consists of all recreation activities which serve to recreate within the child or adult that joy which is a natural result of self-expression. Miss Walker works particularly in the fields of drama and speech, music and dance or movement. She has worked both with groups of recreation leaders and with educators who have found in her courses much that is valuable in school situations. Working directly with leaders, as do all NRA training workers, Miss Walker has



been able to multiply herself and make available to countless children and adults the satisfactions which come from participating in choral speaking, dramatic activities, festivals and other community-wide programs. In 1951, she conducted training courses in twenty-one cities for 2,012 leaders.

Frank Staples has strewn handmade lie detectors and his Yankee wit from coast to coast and border to border—along with serious projects in arts and crafts which have helped to raise substantially the general level of this part of the community recreation program. He has found time, also, to write books in his field, to prepare monthly features for *RECREATION* magazine, and to campaign steadily for higher and higher standards in art and crafts programs. His efforts have brought results in more creative and imaginative leadership. Mr. Staples gave training in arts and crafts to 2,013 leaders in twenty-six cities in 1951.

Hard as she tried, Ruth Garber Ehlers just cannot manage to retire. For several years she served as a full-time member of the training staff, but more recently she has been returning to duty from time to time to do the special training in social recreation, party planning and drama which she does so well. Her assistance has been especially appreciated at busy seasons of the year when the full-time workers' schedules are filled. She gave instruction to 501 leaders in eight communities last year.

But why should the National Recreation Association have a training staff in the first place?

The importance of training was recognized in the very early days of the association, and one of the early items in the literature of the movement is the association's "Normal Course in Play." Through the years many of the association's district representatives have themselves done some leadership training work; and for nine years there existed the National Recreation School, a graduate professional school organized primarily to prepare carefully selected young men and women for eventual executive responsibility in community recreation programs. Graduates of that course are among the leaders in the field at the present time.

More recently, however, the National Recreation Association has focused its training efforts on in-service training. People who are on the job have immediate and continuing need for skills and new program materials. If leadership is important in recreation, and we all recognize that it is, then everything that can be done to make that leadership effective must be done.

More and more volunteers are helping with community and agency recreation programs. The service which they render is so valuable that it could not possibly be paid for out of strained budgets. Whatever can be done to help volunteers feel that they are effective is worth doing. NRA training courses are carefully planned to meet the needs of volunteer leaders.

In larger cities, where in-service training programs are

\*Published first in 1909 as one of a series of pamphlets prepared by the association's "Committee on a Normal Course in Play." The material was later revised and published in book form. It is now out of print.

Anne Livingston, NRA, conducting a training institute in Florida.



well established, there may not be quite the need for special training programs conducted by NRA training workers; but in smaller communities where staffs are smaller and specialists fewer, this training staff has been able to make an important contribution. This is not to say that larger cities have not frequently asked for the special help that is available. A training staff, like the one which NRA has sponsored for so many years, can make a real contribution to any recreation program.

The defense emergency has now brought more need for recreation leadership—among military personnel, defense industrial workers, civil defense staffs; and there are always the regular home front services to Mr. and Mrs. Average Citizen which must be continued.

Improved skills and techniques, a wider range of program material, more confidence in leadership ability, renewed enthusiasm—these are some of the things the travelers leave behind with the leaders they have met before boarding bus, train or plane for that next stop.

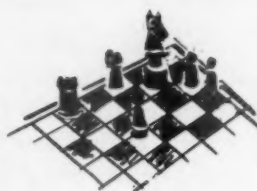
Evidence of the success of the training courses can be found in the volume of correspondence which reaches NRA Headquarters. Dates are booked months—and in a few cases—a year in advance. For all the inconveniences of living out of a suitcase week after week, the travelers find real satisfaction in their direct contact with other recreation leaders whose devotion to their calling makes them want to do it better. Satisfaction, too, from letters of appreciation that arrive afterward, like the one which said, "There is no end to the wonderful things you did for us here," or "Already our program has shown the results of the institute," or "The degree of success of this first training institute can only be measured by the numerous requests that we have had from many teachers, Girl Scout leaders, YMCA, Boy Scout, Campfire Girls, C.Y.O. and P.T.A. volunteers to please bring it back to this community next year. Please consider this letter a formal request," or "It certainly helps a director and others to have someone of your ability come in from the outside to bring stimulation, inspiration and new ways of doing things, as well as skills in new activities."

It looks as if the travelers are here to stay.

MR. GAMBLE, in charge of NRA service to states, arranges for the "travelers" to keep traveling. He is, also, the Assistant Secretary of the Recreation Congress Committee.



Within security. His next play requires planning.



## What's the

**J**ONATHAN JONES' great grandfather lived to be forty-eight; his grandfather to fifty-five. Today, say scientists, Jonathan has a better than even chance to live past sixty-seven. They point to the ever increasing number of elderly people in the United States (an increase of nine million adults over sixty-five in the past fifty-one years.) But then they ask, "What's going to be done with our elderly?"

Our society at times has been savage in its disregard of the wants and problems of the aged. All too often, a person plus sixty-five is committed to a nursing home or hospital because no one has helped him make an adjustment to old age.

In some cases oldsters refuse to be shoved aside—instead they strike out for themselves. For instance, the Mohawk Development Service in Schenectady, New York, originated by a septuagenarian, makes it a policy to hire *only* men over sixty-five. Each employee, thoroughly experienced in drafting or some other technical skill, is happy and content working in retirement. These active older men have no intention of rocking hopelessly on a front porch and allowing their respective talents, built up after years of arduous experience, to waste. "We may have to slow down a bit, but we're certainly not stopping," is their motto.

There are others.

A retired Army officer recently approached New York University's Division of General Education with the request that they lay out a course of study for him. "I've seen too many of these people die of retirement and I don't intend to let it happen to me," he said.

There are older people still carrying on in the arts and professions, such men as Arturo Toscanini, vigorous and productive at eighty-four. Unfortunately, however, the Toscaninis are few and far between. The majority of our aged are sadly in need of help—not merely financial, but psychological and educational as well.

Recognizing this problem, the Division of General Education, the adult school of New York University, recently called a two-day conference on "Society and the Older Citizen." Represented were government, industry, medicine, labor and education. During the conference various methods of dealing with the problems of aging were discussed and several practical ideas proposed.

Foremost among them was the necessity for a "re-training period" for those who have retired from active participation in business. To many, this period represents a time of "shock." The sudden inactivity sometimes proves more than they can handle. As one oldster put it, "There just ain't nothing to play hookey from anymore."

The conferees believe that there is no reason for these people and their skills to be lost to society. What is necessary is a period in which they can learn new skills, trades, avocations and talents—more suitable for their advanced ages. They need occupations and cultural interests which will bring about a happier adjustment to old age.

There are some people over sixty-five who are able to help themselves or whose companies have provided for their well-being, but they are very much in the minority. The rest are really in need of help.

Retirement is very likely to have medical consequences, even in cases where financial aid is available. The boring, tedious life of those with "nothing to do" sometimes manifests itself in illness for which there are no physiological reasons. Those unfortunate enough not to have medical advice or anyone interested in them often degenerate into semi-helplessness, a detriment to themselves and to society.

# the Next Move for Our Elderly?\*

Because our population is becoming older, it is extremely important to the nation for this increasing group of the aged to be well informed. Our aging citizens will have a very significant effect upon the nation politically and economically; and in local matters the increasing proportion of older men and women will have a direct bearing on whether a community is to be a static or dynamic one.

It is, therefore, of utmost importance that the older person be informed and helped to understand the newer social issues and community problems. If this isn't done, the older person who tends to be fixed in his thinking, translating the present through the past, might be resistant to change, even if it means social improvement.

There is also the danger that this large unit of our population might be used politically for unscrupulous purposes. It is to the best interests of the individual, as well as of the community, for the older person to be aware of ideas different from his own and of the changes constantly taking place in the social and political structure of the world.

Dean Paul A. McGhee, head of the Division of General Education, said of this problem, that to understand better what is involved in the process of aging—the positive values that come with advancing years as well as the limitations—the older adult needs to become informed on such matters as the following:

- a. Financial problems of older people. Social security, old age assistance, employment opportunities for older workers, self employment.
- b. Physiological aspects of aging. Health education courses.
- c. Psychological aspects of aging. Preventive mental hygiene.
- d. Nutritional needs.
- e. Adjustments in family and social relationships. Grandparent education. Living with other adults.
- f. Forming new concepts of successful living. Working for satisfaction rather than money.
- g. Agencies serving the aged. Public health facilities, mental hygiene clinics, visiting nurses, recreation centers, employment centers, the old age nursing homes.

Dean McGhee added, "Already established adult pro-

grams—with no segregation of age groups—provide a wealth of training opportunities and the general cultural education so necessary to full mature living. Also, data of the kind described can be integrated into special short lecture-discussion courses of value not only to older persons, but to individuals in the middle years who are giving thought to successful retirement in later life. A beginning has been made, but much remains to be done."

Like everyone else, our older adults need to love and be loved in order to be healthy. But this is not possible when they are suddenly confronted with inactivity which may turn them into crochety, nervous individuals. Psychiatrists warn that idle retirement is likely to aggravate personality defects, to bring out deep irritations, and turn a fine citizen into a liability to himself and to others.

Education, the conference decided, is one of the important answers to the double question, "What can we do for the increasing number of elderly people, and what can they do for themselves?" It is not the only answer, but it will help enrich the lives of millions of Americans who otherwise would be left helplessly rocking their way into senility.

\*Released by New York University Bureau of Information.

Sculpture is one of the many arts gaining in popularity among men and women who soon face retirement and long empty hours.







One "must" on the program: each camper had to make his or her own name tag. Wooden squares, macaroni letters, glue, pins and brushes were on hand and original masterpieces were turned out in no time.



Food prepared by Oakland recreation department camp cooks was delivered piping hot. Noon-time rulings included, "Serve yourself," "seconds for all" and "help clean up." Campers traveled back and forth by chartered bus, remaining until evening on Thursday for a hot meal served around the campfire instead of mid-day luncheon.

Below: Making marbled paper for gift wrappings occupied leisure hours of these four. Other crafts were popular. Strolls, nature talks and walks, fly casting, row boating, games of all kinds and "just plain relaxing" out-of-doors made camp days memorable to all.



"Haven't played croquet for decades," Mrs. C. sputtered. She found it a great surprise and a pleasant one, to win over her co-players.



"It has been many a day . . .," so said these two seniors, when they spied the bicycles. There were a few half-spills, but it was fun!



"Toast for us," said these two campers, when they spotted this concrete outdoor fireplace with a convenient grill, in the Lake Temescal picnic area. Many seniors tried their hands.



More than sixty men and women, "past 50," experienced the time of their lives last August at the West Coast's first day camp for senior citizens, sponsored by the Oakland, California, recreation department. Stunts and skits, "tall tales" and sings around the campfire were acclaimed the best fun ever.

## DAY CAMP FOR OLDSTERS

A first day camp for oldsters was conducted by the Oakland, California, recreation department last August. Everyone had a wonderful time; and a colored slide series of photographs was made of the experience for a showing at Governor Warren's October conference in Sacramento on the Problems of the Aging. This conference was held to provide an opportunity for a representative group of California citizens to identify and explore the problems and needs of the older people of the state's population and to recommend the action necessary to solve them. "So that," says Governor Warren, "our senior citizens may live through their later years in dignity, security and usefulness."

Robert W. Crawford has been superintendent of recreation in Oakland, California since 1946, after serving as USN Lieutenant Commander Recreation and Welfare Officer and as Special Service Director, Veterans Administration. He was instrumental in setting up one of the first city-wide headquarters for senior citizens on the West Coast, under public recreation auspices, and received the Oakland Junior Chamber of Commerce Good Government award in 1948.

Having served the city of Oakland as Chief Warden of the civilian defense program during the early part of this year, Mr. Crawford is transferring to the position of Superintendent of Recreation of Philadelphia, Pennsylvania, effective March 15, 1952.



Robert W. Crawford

# RECREATION FOR OLDER ADULTS

## *At Sixty Plus\**

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Allen G. Brailey, M. D.

**B**EFORE any wise plan can be set up for elderly people or for any other group of people, it is necessary to have a clearly defined ideal in mind, a target to aim at—a goal, which perhaps is never reached but toward which we hope to move at any rate. Such an ideal community would be one in which each member lived the abundant life of vigorous good health of body and soul, but we find ourselves involved in definitions. What is good health? Health is a shibboleth which is on everyone's tongue but to which each tongue gives a new meaning. The oculist is primarily interested in health of the eyes, the cardiologist in health of the heart and the arteries, the public health officer in freedom from infectious disease, the psychiatrist in mental well-being. I want to make the point very clear that health is essentially indivisible. There is no such thing as a truly healthy body when the spirit is sick, and there is no such thing as a truly healthy mind and spirit in a body which is wracked by physical disease. I remember a neighbor of ours when I was a little boy who sensed this truth. She was a very religious person and she wisely excused the peccadillos of a fellow church member with the remark that it was very hard for a dyspeptic to enjoy religion.

Do you and I need to be mentally and emotionally well? I ask that question because I feel that older people are like the rest of us. There is no mysterious seachange which takes place at sixty or sixty-five making the requirements for the abundant life differ in later years from those of middle age. So what are the things that you and I need to be truly well and happy? It is precisely on this point of what we need, and what we imagine we need, that there is some of the fuzziest thinking. There is an almost universal impression, an almost instinctive reaction, that what we need most is an assured and ever increasing *inflow* of possessions, pleasures, friendships, appreciation. This is the short-sighted, the childish, the egocentric point of view. When insight becomes mature we then make the great discovery that what we need most is an *outflow* of

interest and creative energy into the community about us. We are rich not in what we take but in what we give away. He that seeketh to save his life shall lose it. There is no more certain way to become sick and miserable than to have denied to us the opportunity to take an integral and productive part in the life of the community.

It is here that society has gone astray in its thinking about older people. It has tended to adopt the viewpoint that the most delectable state for any man is one of idleness, that the goal of one's active years is finally to be supported in idleness, that a grown, mature adult can again be happy in the condition of the infant wherein he receives all of his needs from society but no longer makes any contribution thereto. No one really wants to be idle. No one wants to be unnecessary, to be shelved, be set aside, a mere parasite, ornamental perhaps, but useless nevertheless. Everyone is really happiest when his faculties and capacities, however meagre, are used to the full. If you will recall the happy days in your experience, almost without exception you will find that they have been days when your energies were wholly taken up in some useful project or enterprise.

For the indigent old, society has made a beginning at least. In this country it does provide at least a subsistence of food and shelter, but it is all too apparent that the results are pitifully inadequate. The bare avoidance of starvation is no bright substitute for death. Have you ever visited a City Home, or Home for Indigent Females or Home for Aged Couples? What haunts me in such places is not neglect of the body. Often the quarters are clean and neat and warm enough. But those rows of people sitting against the wall with bored, listless, hopeless faces, waiting only for the next meal because they have nothing else to do!

Contrast with these dejected, often querulous people the contented, frequently delightful, older people who live in our homes or on our streets. I do not think the difference can be explained on a simple economic basis. Nor is it true that the more fortunate group was necessarily born with greater resources of character or of capacity for find-

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\*Address given by Boston physician at the National Recreation Congress in October, 1951.



ing life interesting. It is rather that they still have something for which to live. They are still wanted by someone. They are often still needed in some essential household role, such as carpenter, tinker, gardener, babysitter. They still have a market for their outflow of energy, interest and affection.

Nevertheless, these people who make no complaint, whose lives seem to them and to others quite satisfying, often taste only a fraction of the zest of life which might be theirs. Patients of mine who have held positions of considerable responsibility come to the retiring age and I say to them: Do *not* retire from work, retire *to* more congenial work,—for the Community Fund, for the Red Cross, for the church or the schools, for the Scouts. And they reply: Oh, Doctor, you can't imagine how busy I am. Why, I spend an hour every day edging the lawn; then I have to do shopping for Mary. And there are the grandchildren whom we want to visit every week. They are not unhappy. They are busy enough to escape boredom; but they are too willing to dally away their days, to let their special talents and abilities, perfected by long years of experience, gradually rust away from sheer disuse. And to the extent that they stop the outflow of their abilities into the community and are content to contract into their own petty selves, to that extent they become less healthy. All too often the change in interest proves lethal and they come to a premature end. Life is synonymous with growth and when growth stops, life is not apt to linger much longer.

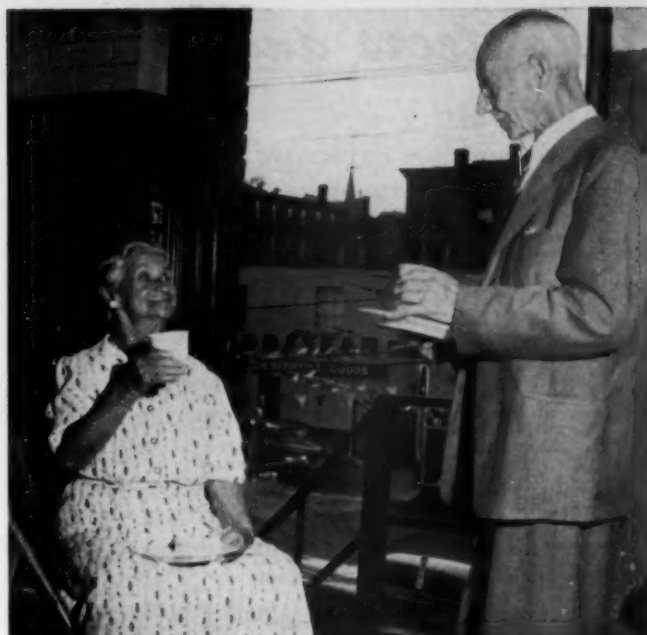
It is easy to divide older people into two classes, the indigent and the independent. To some extent this is justifiable and inevitable, but this problem of the relation of life interest to health has nothing to do with monetary income. I would like to see all older people meet their

Readers:—Dr. Brailey's suggestion of clubs for the elderly is excellent, but are such clubs the only answer? Many recreation departments are successfully including these people, with other age groups, in various phases of the general recreation program—such as square dancing, singing, arts and crafts, parties. Won't you please write us briefly, stating your own experience in this respect?—Ed.

needs and problems together and not as two separated economic groups.

The very large majority of older people who are economically independent will shun any effort you make which has the slightest suggestion of charity. On the other hand if you consider together all the people in your community who are sixty years old, or older, you will find that they constitute nearly ten percent of the entire population. They control funds enough to finance their own salvation, if they can only be sparked by the right leadership and inspired by a vision of the possibilities which they may realize.

Why should not our older folk be organized into clubs, with both social and business aspects, something in the



Meriden, Connecticut, older folks enjoy the sociability that goes with a cup of tea; and now have a fine clubhouse of their own.

manner of the National Grange, perhaps? Some of the functions of such clubs ought to be to find employment in the business world for those who wish to be employed, to equip hobby shops for woodworking, weaving, jewelry making, painting and so on. Such shops would provide the delights of teaching for ex-teachers and instruction for would-be pupils. Such clubs should provide, also, quarters for dinners, get togethers and fun, with opportunities for culinary artists to practice their art.

Our mass production civilization has provided us with an extraordinary number of gadgets which are relatively cheap. By the same token we have become poor in the artistic forms which may be expressed in individual handcrafts. The handcrafts which such clubs could turn out might in time prove self-supporting, but whether they earn their way in whole or in part is not very important. They would make life happy and significant for a great many people, if the idea once became popular, and such a dividend would surely justify the cost. As you can see, I feel that the chief distinction between the activities of a man or a woman before retiring and after retiring should be that after retiring he ought to be free to do congenial work and no longer be required to meet a deadline or punch a time clock.

Is recreation needed for older people? Of course it is. But recreation is that which recreates and activity which is recreative for one person may not be recreative for another. What is needed by our older folk is not more television sets, more free movies, more moonlight sailing down the bay. Their recreation should be that which leaves them with the deep conviction: I still belong to this community. I have friends here and I am needed here. I am respected by the members of this community both as a person and for the things which I do to make it a better community in which to live.

# Volunteers and Senior Citizens

Mary Elizabeth Bayer

ONE OF THE MOST INTERESTING and exciting developments in Winnipeg during the past year has been the expansion of leisure-time services for senior citizens.

Two years ago, the City of Winnipeg asked the Central Volunteer Bureau to undertake entertainment for Old Age Pensioners at the 75th-Birthday Celebrations of the city. Some three hundred volunteers were involved in this project, and after a very successful picnic for over fifteen hundred guests, the volunteers made their report to the bureau. Time after time their notes and phone calls asked the same question, "Can more be done for these lonely people? Are there any facilities for some kind of services for them?"

One of the most vital services volunteers can offer the community is *interpretation*. If they see a need, they can report it and help meet it; and this is exactly what happened here. A "Senior Citizens' Recreation Committee" was formed by the C.V.B. board and things started.

The first thing, of course, was a study of existing services to discover the scope of their work. Many groups are doing a splendid job: the National Council of Jewish Women with their Golden Age Club, the Soroptimists with their Happy Hour Club, the Women's Presbytery of the United Church with their Happy Hour Club, and so on. Committee members put their heads together and pooled all the learning and experience that could be found. Written and printed material from all over the continent was gathered and studied. A huge spot map of the city was prepared, and existing services noted along with data concerning concentration of the population of senior citizens.

Before any action was taken, the committee thought carefully about standards of service, quality and type of program required, and the part to be played by volunteers. Winnipeg is unique in the number of community clubs in operation in the city. The public parks board has helped in the building of community centers in many areas, and the C.V.B. committee recognized such centers as ideal locations for senior citizens' recreation.

The committee, consisting of both professional and lay representatives of various interested groups, such as the National Council and the Soroptimist Club, and the School of Social Work of the University of Manitoba, decided that before any long-term project could be successful, it must be tested and proven on a small scale. So a pilot project was planned.

The Ladies' Auxiliary of the West-End Memorial Community Club was approached and their enthusiastic cooperation was immediate and encouraging. One of the basic principles on which the committee insisted was the active participation of the senior citizens themselves. The planning group consisted of some volunteers from the Ladies' Auxiliary, some members of the C.V.B. committee,

and a group of senior citizens from the area. Every detail of organization was carefully considered, and difficulties were anticipated as far ahead as possible. As a result of this cautious and deliberate planning, the Pioneer Social Club at the West-End Memorial is a flourishing success.

The pilot project was moving along nicely when a flood halted all progress in the work of the committee. However, some fifty members of the Pioneer Social Club were able to help with the flood operations at the center, thereby proving a second basic principle—that the senior citizen can serve the community as well as be served.

The Broadway-Optimist Community Club was approached next, and here was a real challenge. The area was large, and the potential membership of the senior citizen's group was impossible to estimate. Nonetheless, the volunteers went to work, and from a handful of fourteen members, the club mushroomed until it now has over one hundred and fifty members. They meet for a social afternoon every Wednesday, and their Glee Club meets on Friday, their discussion group on Monday afternoons. The club has filled a real need in terms of offering friendship to lonely people, activity and interest where there was boredom, happiness where there was discontent.

Clubs were started in three other centers, and in the course of one year, regular leisure-time services have been made available for over three hundred senior citizens, in addition to those already served by other agencies.

The keynote has been participation by the club members themselves. In a training course offered by the C.V.B., for volunteers working with senior citizens, self-government by the senior citizens is stressed. The course includes special techniques of organization and administration, program planning, financing, intake, all directed toward the active participation of the senior club members. The bureau is ready to offer continuing supervision and guidance to all volunteers.

The volunteers learn that senior citizens are not "just like children", and that—contrary to popular belief—they are mature and sensible adults with a very real contribution to make to society. They need the help of volunteers, but they need understanding rather than patronage, and an opportunity to plan their own show rather than merely to accept a hand-out. Again and again the importance of careful advance planning has been emphasized, and volunteers have been advised of the resources in the community which are available to club members.

Without volunteers, such a project as this could never succeed. Certainly, guidance by professional workers is vital, but the final test comes through the volunteer who must be willing to learn, eager to work and faithful to the job he or she has accepted.

The pattern has been successfully sketched and tried. It is to be hoped that initial success in this field is the beginning of ever-growing expansion in the matter of well-planned leisure-time services for our senior citizens.

MISS BAYER is Executive Secretary, Central Volunteer Bureau, Department of Welfare Council of Greater Winnipeg.

# A Joint Jamboree

William B. Cook

Recreation is synonymous with service, and to the director of recreation there is no greater source of satisfaction than that of observing the result of his efforts to help his fellow men to enrich their way of living. It is the smile on the face of the freckled youngster who has hooked a big one, or the stout lad who has slammed out a homer, or the little miss who has just learned the art of a graceful dive. Great as these satisfactions are, however, they are humble in contrast to the supreme experience of seeing the sparkle return to the eyes, a sprightliness to the step of the "Golden Ager" who has been helped to find a new meaning to life. The advent of the Golden Age Clubs has brought happiness to scores of people for whom, previously, each dreary day had been the same as the one preceding it.

Only the ingenuity and imagination of the person in charge can limit the program of the Golden Agers. Creative and cultural pursuits, social activities and even mild athletic endeavors all fit well into a scheme of things. It all starts with the simple idea of meeting people of similar ages, tastes and ideals, of chatting over old times and having the opportunity of preparing and eating suitable refreshments together.

The majority of Golden Age Clubs follow the principle of eliminating dues, to spare embarrassment to anyone, but giving to those who want to help out financially in some way, however small, a chance to contribute. A receptacle is placed somewhere in the clubrooms and any member who so desires, may drop something into the kitty.

The Golden Age Club of Meriden, Connecticut, was organized in April 1951 as one of the services of the department of recreation. A series of newspaper articles preceded the opening session so that the elderly people were somewhat prepared for what was to come. The first meeting was a huge success; and of the group of men on the speaker's platform, all were over eighty—each a leader and still actively engaged in his own special field. One was Mr. Arthur Williamson, eighty-one-year-old Westchester artist, who exhibits his paintings every year, and another, Mr. Joseph B. Zellman, who has twice appeared on the television show "Life begins at Eighty." Mr. Zellman is actively engaged in teaching music in Meriden and maintains his own studio.

On every Saturday afternoon, the Girl's Club cooperated by loaning its facilities. These consisted of a large gymnasium, with kitchen and dressing rooms all on the same floor. The thirty-five charter members of the club felt that more people should be brought into the fold, and each member was delighted to help out in this respect. In six weeks there were sixty-five registered members, with about sixty faithfully attending every meeting. With the advent of hot weather it was decided to curtail the weekly

MR. COOK is the Superintendent of Recreation in Meriden.

meetings in favor of periodic outings. Three of these were held at various places in Meriden, one of them a joint meeting with a group from Shelton. All concerned enjoyed the joint meeting so much that it was decided to hold a larger meeting in September, which would include as many clubs as possible.

In the meantime, activity went on for the Meriden group. One of the local theatres opened its doors to the Golden Agers once a week, a local sportsman took the male members deep sea fishing, and one of the local television stores donated a TV set to the club. It is loaned out, at two-week intervals, to shut-ins—to bring happiness and a glimpse of the outside world to those unable to come to the meetings.

For the joint jamboree in Meriden, invitations were sent to clubs in Shelton, New Haven, New Britain, Hartford and East Hartford. All of these agreed to meet with the Meriden club on September 22, 1951, for a day of entertainment, discussions, exhibits and lunch. Oldest among the two hundred to two hundred fifty Golden Agers attending, and one of the most active, was ninety-nine-year-old George Worcester, Vice President of the New Haven Club.



Singing is popular with everyone, and the Meriden Golden Agers are no exception. All enjoyed a fine time at the joint meeting.

The program got under way at ten a.m. when Reverend George Hagendorn was called upon for the invocation. The program included greetings by Mayor Howard E. Houston, an invitation to visit the Bradley Home, addresses by each of the various club presidents, and a speech by Mr. Hector Le Maire, Director of Education at the Rocky Hill Veteran's Hospital. Dr. Bertram Ball, president of the New Haven club, was elected chairman for the coming year. Highlight of the day was the announcement that the city would make the Andrews Homestead, historical landmark in Meriden, available to the Golden Agers for their club rooms. Thus, the Meriden group will be one of the few clubs now maintaining its own clubhouse—a headquarters available for use at any hour of the day or night.



# How To Do IT!

by *Frank A. Staples*

Make your own baseball bases.

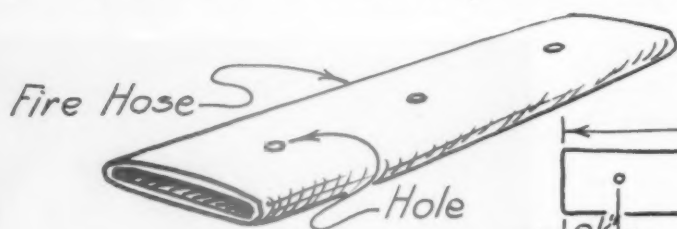


## MATERIALS

1. Old fire hose.
2.  $1\frac{1}{2}$  inch bolts.
3. Washers.
4. White paint.

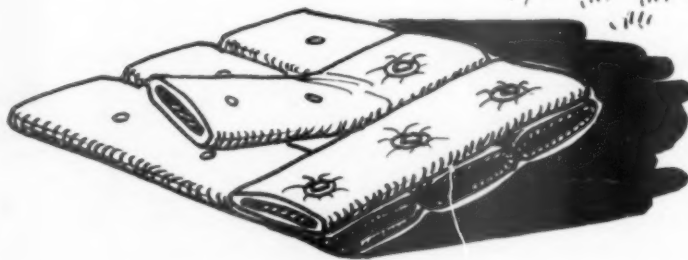
## METHOD

1. For each base cut six pieces of fire hose fifteen inches long.
2. Cut three holes in each piece of fire hose.



Foul Line

3. Assemble.



4. Paint base white.

**NOTE !**

Long pieces of hose can be used for foul lines. Drive long spikes thru fire hose at six foot intervals to hold in place.



**HERE'S THE LATEST;** but it's not really news! For many years now, THE NEWSPAPER has ranked high on the list of popular themes for prize winning parties, and it's easy to understand why. The program possibilities that present themselves along this line are limitless.

Just think of all the different columns, sections and page headings in the average paper. These alone provide innumerable ideas for program, decoration and refreshments. The way in which such ideas are used will depend on the people who are using them. There *could* be one hundred newspaper parties and not two of them alike!

One party group used page headings as part of the decoration. High on each blank space of wall they stapled large colored letters that spelled out SOCIETY, ART, COMICS, SPORTS, HOUSEHOLD, CLASSIFIED ADS, and so on. Under these headings appeared appropriate news items—most of them including names of people present. You can easily imagine that there was “never a dull moment” at this party! Everyone found something of interest and amusement, somewhere on the wall. Those who found their own names added most to the laughter. (Incidentally, all news items had been carefully checked by the general chairman before they were posted. The object was to keep people amused—even at someone else's expense, *but* in a friendly, kindly manner. Had anyone gone home with hurt feelings the party would have been better without these news items!)

MISS SCANLON is a training specialist in social recreation on the NRA staff.

Another group, giving the same kind of party, used a pre-party activity that was in keeping with the theme. All about the room, the committee had posted pictures of people famous in the news, and placed a number on each. The pictures were mounted on colored paper and arranged in haphazard manner. Some were high on the walls, some low; some were easy to find, some not; and no attempt had been made to keep them in numerical order. Upon arrival, each player was given a pencil and paper and told to number his paper from one to twenty. This accomplished, he was free to wander from picture to picture, and beside the corresponding number on his own paper, he was to write his identification of the person in each picture.

The pictures had been clipped from any and every page in the paper! The people who read only the front page had no trouble at all recognizing the local hero of the day whose deeds (and face) had recently appeared in the

news. Younger readers who devote so much time to the comics found their favorites on the wall, too! The town fathers easily identified the mayor, town clerk and superintendent of schools—who were also “among those present.” The high school group quickly recognized their football captain, coach and others. Perhaps no one playing the game could identify all of the pictures, but there was almost no player who could not identify *some*. The committee had considered every age and interest group.

Special events of the evening have sometimes been fitted into the “page idea.” The stage has been designated as the FASHION PAGE and at some point in the evening a fashion show is presented. Even the “fashions” thus become part of the program. First, the players are divided into teams. Each team is given a pile of newspapers and a bundle of toothpicks. At a signal from the leader, each team dresses one of its own members in the “latest.” At the end of the time allocated, usually

about ten minutes, each team sends its model backstage while other members get the best seat they can find to view the feature production.

A fashion commentator is a "must." Someone from the local radio station is usually glad to help out in this respect. Last, but far from least, comes an accompanist. A good pianist, who can quickly think of an appropriate tune for each model, will do much to insure the success of the show. Some numbers that are frequently used are "A Pretty Girl," "Paper Doll," "Pretty Baby," "Oh, You Beautiful Doll," "Sweet and Lovely," "School Days," "Here Comes the Bride" and "By the Sea, By the Sea, By the Beautiful Sea." Some of these can be used with almost any model, others for only certain ones. But you can be almost sure of at least one bride, and one bathing beauty (usually the biggest man present) appearing in the show.

To allow more leeway and provide a greater variety of models, the teams are sometimes allowed to draw from *any* page instead of just the fashion page. The name of the event then often becomes PARADE OF PEOPLE WHO MAKE THE NEWS. In this instance, Indians, Hawaiians, sailors, soldiers, baseball players usually appear, too. In either event, this part of the program is very likely to be the hit of the evening.

Refreshment corners, or tables, have been labeled HOUSEHOLD in keeping with the page heading idea. One group, however, served refreshments from the PRESS BOX—over which hung a large sign, "Eat, drink and be merry, for tomorrow you meet a deadline."

Once, when one of the committee members happened to be a talented artist, he was established with his easel, charcoal and other equipment under the heading COMICS. Here he quickly sketched pictures of anyone who cared to sit for a portrait. When each was completed it was hung on the wall, for COMIC PAGE behind the artist. Everyone present, whether or not he had courage to sit himself, enjoyed looking at the "comics." People who posed claimed their pictures at the end of the party, and had a souvenir to take home with them.

To promote this activity, a person

dressed as a well known comic character went among the participants distributing pamphlets which said, "See You In the Funnies," and told about the artist and his part in the evening's program.

For general atmosphere, committees have been known to wear green eye shades and pencils behind their ears. Photographers with real or make believe cameras have rushed here and there taking pictures. Roving reporters have gone about asking perfectly ridiculous questions. Women who represent Dorothy Dix, the editor of Advice to the Lovelorn and similar columns have added immeasurably to the spirit of the occasion. Front door, first night type of interviews, set the stage, as it were, early! Needless to say, the success of these ventures depends greatly upon the people who take the leading parts in them!

Program, or special activities, can be thought up or adapted. A variation of the game, "Animated Alphabet," has been used often. Instead of forming words, however, the teams in this case "make the headlines." Two teams, of twenty-eight players each, are lined up on either side of the room, facing each other. Each team is given a different colored set of alphabet cards. Each player on the team



holds one letter. The leader reads aloud a headline. Players, from each team, holding the letters used in the headline hurry to a designated spot and arrange themselves in proper sequence—that is, so that the headline can easily be read by the remainder of the group. First team to accomplish this wins a point! Headlines that can be used include: Big Sale; Man Bites Dog; Shop Early; Give Now; Cab Lost; and so on. (Such headlines use a given letter only once!)

The old game of "Reuben and Ra-

chel" can be played as "Maggie and Jiggs." Both are in the center of a circle formed by the other players. Maggie is blindfolded. She calls Jiggs who obediently answers, "Here Maggie!" Whereupon Maggie reaches out and tries to grab him. But Jiggs, knowing what will happen if he gets caught, ducks and dodges and tries to escape her clutches. Maggie continues calling and Jiggs promptly answers—until as always, he's caught. (The circle may have to close in repeatedly until poor Jiggs has no chance to escape, but the end is always the same.)

"Doghouse" is also a variation of an old favorite. Players are seated in a horseshoe formation. One player, "Dagwood" sits alone in front of and facing the group. The place where he is sitting is known as the "doghouse"—the place where Dagwood spends most of his time. But Dagwood doesn't like to be in the doghouse, so he calls on his friends to help him out. These are so numerous he cannot remember all their names. So he calls them by number. (Players are numbered from left to right around the horseshoe. Highest number is Dagwood's. All players retain their original numbers throughout game.) The players designated by the numbers Dagwood calls must jump up and trade places. Dagwood meanwhile tries to get into one of the vacated seats. The player left without a seat has to go into the doghouse; and he becomes known as Dagwood—even though he retains his original number. When Dagwood becomes hard pressed he calls loudly on his very best friend—"Blondie." When he does, *everyone* must get up and change seats. Dagwood is almost sure to get out of the doghouse on this move.

The perennial pattern of charades may be easily adapted to newspaper themes. Such slogans as, "All the news that's fit to print," or famous editorial names may be used.

There are many other games, and many other ideas which can be adapted to a Newspaper Party. These are only a few that have been tried! When you have your newspaper party, won't you please send us an account of some of the things you found most successful? We'd like to hear about them.



# Per Capita Expenditures for Recreation and Parks



• The Recreation and Park Yearbook for 1950 made available for the first time information as to the total expenditures by municipalities for recreation and park service. The yearbook figures provide the basis for comparisons of recreation and park expenditures by cities of varying population groups. The table that follows indicates the per capita expenditures in 403 cities that reported the employment of full-time, year-round recreation leadership in 1950 and also the amount spent for recreation and park services. It affords an answer to the question that is often asked: "What do other cities in our population group spend for parks and recreation?"

It will be noted from the following table that the highest per capita ex-

penditures are found, on the average, in the cities under 25,000 in population. Cities between 25,000 and 50,000 spend the least per capita and the larger cities spend increasingly more. No group of cities over 50,000, however, spent as much in 1950 as the three groups with an under 25,000 population.

Also, in the table, only current expenditures for operation, maintenance and leadership are recorded—capital items are omitted. Cities spending more than three dollars per capita for parks and recreation outnumber those spending less than two dollars. The average per capita expenditure was between two and three dollars per capita. Thirty cities spent five dollars or more per capita in 1950.

## TOTAL EXPENDITURES

Table I

Population Group	Number of Cities	Average per capita	Number of Cities with Per Capita Expenditure of							
			Under \$1.00	\$1.00 to \$1.50	\$1.50 to \$2.00	\$2.00 to \$2.50	\$2.50 to \$3.00	\$3.00 to \$4.00	\$4.00 to \$5.00	Over \$5.00
Under 5,000	17	\$6.30	—	1	1	1	4	2	2	6
5,000 - 10,000	41	\$3.37	—	3	1	6	14	6	5	6
10,000 - 25,000	92	\$2.78	1	6	18	15	23	17	4	8
25,000 - 50,000	84	\$2.19	3	9	18	14	24	11	2	3
50,000 - 100,000	78	\$2.34	1	5	14	17	24	7	6	4
100,000 - 250,000	55	\$2.40	—	3	8	14	17	8	5	—
250,000 and over	36	\$2.64	—	—	5	6	16	6	—	3
Totals	403	\$2.70	5	27	65	73	122	57	24	30

Table II, which follows, indicates the per capita expenditures for leadership salaries and wages in 373 cities with full-time, year-round leadership. In general, the average per capita expenditure for leadership decreases with the size of the city. The highest per capita expenditure is made in cities under 5,000; the lowest, in cities be-

tween 100,000 and 250,000. Cities spending less than fifty cents per capita equal in number those spending between fifty cents and one dollar. A total of sixty-five cities spent more than one dollar per capita for leadership in 1950. The number of these spending in excess of two dollars doubled since 1948.

## LEADERSHIP EXPENDITURES

Table II

Population Group	Number of Cities	Average per capita	Number of Cities with Per Capita Expenditure of							
			Under \$1.00	\$1.00 to \$1.50	\$1.50 to \$2.00	\$2.00 to \$2.50	\$2.50 to \$3.00	\$3.00 to \$4.00	\$4.00 to \$5.00	Over \$5.00
Under 5,000	13	\$1.90	—	1	1	2	4	1	4	—
5,000 - 10,000	34	\$1.09	—	4	9	5	10	3	3	—
10,000 - 25,000	85	\$ .74	4	22	23	22	9	4	1	—
25,000 - 50,000	83	\$ .63	8	27	28	9	7	2	2	—
50,000 - 100,000	71	\$ .55	12	29	13	7	10	—	—	—
100,000 - 250,000	53	\$ .48	13	16	15	5	4	—	—	—
250,000 and over	34	\$ .51	5	14	8	6	1	—	—	—
Totals	373	\$ .68	42	113	97	56	45	10	10	—

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Comparisons of total recreation and park expenditures in 1950 and in preceding years are not possible because total park expenditures were included in the yearbook for 1950, for the first time. Leadership expenditures, however, have been reported in each yearbook. Table III indicates the marked

increase in the per capita expenditure for recreation leadership in every population group between 1946 and 1950. During this period the average per capita figure, for all the cities reporting, increased forty-five per cent during the four year period.

## LEADERSHIP EXPENDITURES 1946, 1948, 1950

Table III

Population Group	Average Per Capita Leadership Expenditure for 1946	1948	1950
Under 5,000	\$1.12	\$1.44	\$1.90
5,000 - 10,000	.66	.77	1.09
10,000 - 25,000	.46	.59	.74
25,000 - 50,000	.37	.44	.63
50,000 - 100,000	.35	.48	.55
100,000 - 250,000	.28	.34	.48
250,000 and over	.32	.41	.51
Totals	\$ .47	\$ .57	\$ .68

## Arts and Crafts for Recreation at a State University

At Minnesota University the Art-craft Workshop makes an important contribution to the overall program of the Student Union. Not only does it add variety but it broadens the recreational spirit of the whole. The arts of woodworking, metal smithing, weaving, leatherworking, ceramics, graphic arts and photography, carried on under the same roof with the rest of the program of games, entertainments, club work and cultural activity, bring new personalities to Coffman Memorial Union and at the same time open up to all the students a sense of the many-sidedness of college life.

Experience has proved that basic hand tools, of professional quality, should be purchased at the beginning. Then a program of major purchases of power tools should be laid down. As amount of basic equipment has expanded, and as the number of students using it has increased, the more frothy ornamental crafts have disappeared. This fact indicates the really fundamental character of college students' manual arts needs. The more trivial crafts had a natural demise. An example is the discontinuance of picture frame mouldings. Many pictures are

framed at the shop, but the students now start with raw lumber. Thus they are brought face to face with a significant design problem.

This policy is being applied systematically wherever it is apparent that the simplicity, expressiveness and character of the work can be bound up with the material itself. It would be easy for a shop of this kind to degenerate into a sort of department store or procurement service. To avoid this, a progressive simplification of the stocks of raw materials has been made to follow a thorough-going plan, in step with the development of shop patterns, shop ways of doing things and a craftsman's instinct in the students themselves.

Experimentation disclosed that the best system of handling tools is to abandon "checking out" and to place them in racks, at the benches where the work is to be done. To accomplish this and maintain a flexible use of space the shop is divided by movable screens. As a result the loss of hand tools has sharply decreased.

General aims of the work can be characterized in terms of the growth of the students' relationships to one another, of their understanding of tools as extensions of their common culture, their relationship to the staff and the university.

The above information submitted by  
FRANK VERRALL, Supervisor of Art-  
craft Workshop, Univ. of Minnesota.



# MAKE IT YOURSELF

## ANYONE CAN MAKE A "PAPER SHOW,"

by Taiko Abe

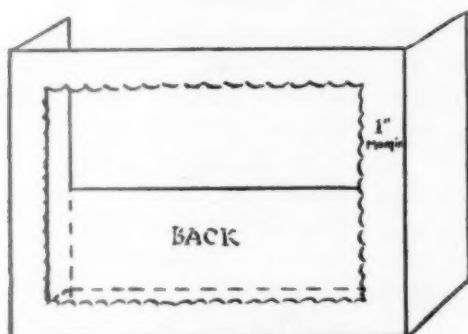
A "Paper Show," like lantern slides, consists of a series of pictures; only these are drawn on paper to illustrate the story to be told. Anyone can enjoy making it, with simple materials, and use it at home, at parties and gatherings, in classrooms and Sunday schools. Actually, its construction can be an excellent group project.

Use either the cover or the bottom of a cardboard box for the frame. The most practical size varies according to the use that is to be made of it. If it is to be shown before a group of more than twenty persons, about twenty by fifteen inches might be appropriate. A smaller one can be used for individual or small group enjoyment.

Cut off the top of one of the longer sides. The frame must be of the right depth to hold the number of paper-slides with a little extra room. If it is too deep, cut off the three sides to the required depth. Attach another piece of cardboard to the back, about half of the height of the box from the bottom, so that the paper-slides will not fall down. If you use the cover of the box, the bottom can be cut into two and pasted to the back.

Leave about a one-inch margin and cut out the center of the surface of the box straight, wavelike, or with whatever design you want. Paste pretty paper on it or paint it with your favorite color. This is your frame.

Draw and paint the illustrations of your story on drawing paper, just the size to fit into the frame. Remember that one inch at all sides will be hidden behind the frame. If the paper is not strong enough to stand straight, paste it on cardboard. Mark the number of the series on the back of the pictures. Put them in order and place them



within the frame. Now your Paper Show is ready.

Set the frame on a high table. If an easel is available, it will work well. Stand behind or at the side of the frame

and as you tell your story, pick up one paper-slide each and place it behind the whole series as you go on. The same frame can, of course, be used for different sets of pictures.

Children of all ages can easily make their own Paper Show. They will not only enjoy the process of making it, but can learn to draw and paint as well as to use their imaginations to create their own stories, or to visualize those they already know. This will also encourage them to tell stories in front of people.

Paper Shows can be given as gifts to children, and often prove more novel and exciting than ordinary story books. Teachers of grade schools, high schools and Sunday schools can use this device in classrooms, for educational purposes; and it will be a highlight of entertainment at children's gatherings of any sort.

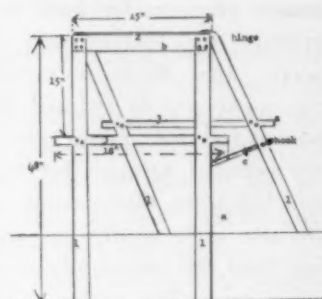
## PLAN FOR EASELS

This is a clever little device for children's art classes. It was designed by Arthur Tripp of the Brattleboro recreation department for use by little children in the community center, and is of simple construction.

1. Legs
2. Centerblock
3. Cross pieces
4. Lock piece

### Construction Details

- a) Use scrap lumber  $\frac{3}{4}$  inch square, for legs and cross pieces.
- b) Hardwood center block,  $\frac{1}{2}$  inch by  $1\frac{1}{2}$  inch.
- c) Lockpiece loose on one leg, fastened to other leg with hook—this holds easel in place for use. Unlock, and easel folds for storage.



Four-foot height suitable for children eight to twelve years of age, seated on chairs. Allow three and one-half feet for bench seating.

### Hinge detail

Use one-inch, square strap hinges



# Community Programs

## Include Servicemen

### WEEK-END PACKAGE TOURS

Great success has been experienced with a "package program" for service personnel, by communities as far away as three hundred miles from a military installation. Usually the program involves a combination of sightseeing or a tour including one or two of the following: a dance, party, movie, dinner at a private home, a sports or cultural event.

A responsible group in the community organizes the program for a specified number of men. The event starts on a Friday night or Saturday morning, and ends on Sunday afternoon or evening. The local community arranges for lodging and meals at special rates. Some of the events are free, some are at reduced rates and some at full cost. Frequently, the military services arrange for transportation, but when they cannot do so, an alternate is to secure bus transportation from the community at a special group rate. The entire cost is estimated and a set price is charged for the entire "package." The post commander is informed of the details.

#### Air Force Particularly Interested

Because many air force installations are located in remote sections of the country, the Office of Community Services of the Air Force is highly in favor of the "package programs." A fine example of the operation of such a project is furnished by the Mountain Home Air Force Base in Idaho and the citizens of Ogden, Utah. Many of the men at the base are Negroes, and Ogden—although three hundred fifty miles away—has approximately thirty-

five hundred Negro citizens.

A Negro sergeant in the special services office at the base got in touch with the director of the Wall Street Community Center, a facility of the city parks and recreation department in Ogden. The director of the center discussed the subject with his board of directors, who are leading Negro residents of Ogden. With the cooperation of citizens and the staff of the center, the following services were planned:

- a) Overnight hotel and room accommodations at reasonable rates.
- b) A Saturday night dinner dance.
- c) Junior and senior hostesses.
- d) Sunday morning church and social hours.

The Mountain Home Air Force Base staff provided the following:

- a) Seventy-two hour passes because of the three-hundred-fifty-mile bus ride.
- b) Chartered Greyhound busses, on which the men were given special round-trip rates.
- c) Supervisory detail.
- d) Ample advance notice to the local committee of the number of men taking the trip.

In reporting on this particular project, the Regional Representative of the Office of Community Services, Howard Beresford, said:

"The success of the project depends upon a good citizen committee and solid neighborhood support. This is particularly helpful in securing hotel and restaurant accommodations. A major complication of the first trip resulted from the arrival of more men than had been planned for, so that some of them had to be accommodated in the ballroom at the center.

"It should be noted that the men expect to pay for round-trip bus fare, hotel accommodations and a reasonable charge for the dinner and dance.

"This type of project is far more practical than those wherein hostesses are transported (an equal distance) to the base for dances. The latter was tried at Mountain Home, but too many difficulties resulted to make it worth a second try.

"Limitations should be placed upon the number taking any one trip, to conform with the resources, number of hostesses and overnight housing accommodations available in the community. The excursion privilege should be rotated among smaller groups of men rather than among too large a number at one time. Good behavior should be one of the requisites for participation in later excursions."

### LITTLE TOWNS — BIG TOWNS

*Hutchinson, Kansas*—One hundred fifty airmen based at a weather station have become a vital part of the community recreation program. The age range of these men runs from about twenty to twenty-four years. They participate in the activities at the city youth center on Friday and Saturday nights, attend the weekly square dances, hold monthly parties at the center with junior hostesses from the nearby hospital training school. They entered a team in the city softball league, are working with the local high school in producing dramatic shows, have entered teams in the local bowling league and the industrial basketball league.

Another small group of airmen at a radar base near Waverly, Iowa, spend their off-duty hours in the nearby communities of Waverly, Cedar Falls and Waterloo.

*Waverly, Iowa*—In this town of about five thousand people, the local high school and college gyms are available to servicemen. They participate in the softball league, attend the local churches and Saturday evening parties at the community center.

*Cedar Falls, Iowa*—An Armed Forces Committee is headed by the recreation director. Arrangements have been made to work the men into the college activities and to provide them with tickets to the college games. Under the guidance of a committee including the recreation director and the YMCA, an information bureau has been set

up at the "Y". Tickets to movies and other commercial events are provided. *Waterloo, Iowa*—An Armed Forces Committee includes representation from the recreation department, the churches, the Chamber of Commerce and the private agencies. Here, also, the YMCA serves as the information center, provides swimming and other free privileges.

*Richmond, Virginia*—The Chaperon's Group of the Department of Recreation and Parks, was organized a year ago to help provide social recreation opportunities for week-end servicemen visitors. It was formed at the request of the Richmonds Hotels, Incorporated.



A party for servicemen in lounge of Youth Center of Tacoma, Washington. Sponsored by the Tacoma Council of Churches.

The hotel organization agreed to provide space in the hotels whenever possible, if the recreation department would conduct the dances. The Chaperon's Group, today, numbers some fifteen hundred girls, who are carefully interviewed and selected. A code of ethics for the girls is followed.

The first annual report comments: "The numbers of men returning, week after week, to the dances is most gratifying. Nearly everyone shed tears when the time came—almost a year after the start of the dances—to say goodbye to the Forty-third Division, which was leaving for European duty. The few parties, after the last of the Division sailed, were almost like "old home week"—when the familiar faces of those who did not go overseas appeared at the door. So many expressions of appreciation have come from the men that they cannot be listed."

In the first year of its operation, the Chaperon's Group furnished partners for thirty-eight Saturday night dances,

twelve company parties and six additional activities.

*Denver, Colorado*—The recreation department serves many of the armed forces personnel stationed there through its regular program. A large attendance of servicemen is the usual case at all park band concerts and adult square dances; a considerable number of servicemen appear on the mobile talent program, known as the Show Wagon. The Lowry Field baseball team plays in the department's City League and, in fact, won the State semi-pro championship. A large number of all-military teams are in the softball leagues, in addition to

barbecue for the two thousand servicemen and their families. Softball games, playground programs and popular and square dancing were included in the day's program.

*Phoenixville, Pennsylvania*—John Magyar, the local recreation executive, spends his spare time as a volunteer on the rehabilitation staff of the Valley Forge Hospital. Famed for its prosthetic appliances and re-education of men using them, Valley Forge makes good use of swimming and pool sports in its rehabilitation program. Mr. Magyar teaches swimming and, as an American Red Cross water safety instructor, trained all of the senior life



All games appeal to servicemen if they are made to feel welcome. Leaders should cooperate with special service officers.

many individuals who play with civilian teams. The department sponsors special programs, including hostesses from all centers for on-post affairs, and all centers concentrate on activities for weekends for military personnel.

*Detroit, Michigan*—Recently a battalion of anti-aircraft troops on maneuvers in the area were invited, by the recreation section of the Employees Services Department of the Ford Motor Company, to use the recreation facilities of the plant. Ray C. Kooi, recreation supervisor, reports: "These men made use of our gymnasium, swimming pool and other facilities. We were happy to extend this courtesy, and the servicemen were glad of the opportunity to make use of the facilities."

*Chandler, Arizona*—The whole town turned out for a mammoth celebration to express their appreciation of the contribution of the Williams Air Force Base to local growth and prosperity. A highlight of the day was a

savers at the hospital. His particular specialty is working with problem cases despondent because they feel that they cannot swim and engage in other sports. Although he, himself, has lost an arm, Mr. Magyar teaches and demonstrates the crawl stroke.

*Metuchen, New Jersey*—At nearby Camp Kilmer armed services personnel and their dependents are beginning to know this city well. Through the cooperation of the Metuchen recreation department, Santa Claus arrived on the post, via helicopter last Christmas, to visit the hundreds of children of the camp personnel.

A conference of the Camp Kilmer special service officer with the recreation executives from *Plainfield, Linden, Elizabeth, Rahway, Perth Amboy, New Brunswick* and *Metuchen*, arranged by J. W. Faust, NRA District Representative, and Anthony Serge, Metuchen's recreation superintendent, was held to work out detailed plans for camp-community cooperation.



## A MATTER OF LIFE or Death

counted, fifty-five per cent of our fatalities during naval and amphibious operations were the result of drownings. If that figure isn't rough enough for you, add a cool seven thousand civilians who drown annually. Shocking, isn't it?

Have you ever talked with some of the boys who returned to tell of seeing their buddies drown in a hole while wading ashore on a beach head . . . of trying to stay afloat . . . of others able to swim only a few strokes? Do you know that they gave our men swimming lessons in hostile territory, with armed lookouts posted about to ward off enemy snipers?

Did we learn from experience? Well, here we are in another conflict. Again we see troops arriving in truck loads at the plunge . . . non-swimmers mostly, some who can paddle a little . . . youngsters in great part, fresh out of school.

### Reasonable Safety in the Water

Suppose we break down this swimming into what constitutes reasonable safety. Just being able to swim a short distance is not enough. Have you ever thought what happens after you swim that 'short distance' with open water about? Your strength is spent, you are tired and worried. Now what do you do? It's a question that has come into more than one panicky head before it slipped under water.

There are many organizations giving instruction in swimming, principally the American Red Cross which has exerted itself to the utmost in an attempt to make the public conscious of the importance of water safety. However, with all their effort, it is not enough.

While attending a state of California recreation conference in San Diego, I participated in a panel on aquatics. Together with other water dogs, we were concerned about the new conflict, and knowing the history of losses during the last year, we needed no warning to realize the seriousness of the situation.

The best time to start swimming instruction is when the youngster is about nine years of age. But when the student enters high school, an intensified water safety program should be taught by instructors chosen with the same care as the school board uses in hiring the best in football brains.

### Not Enough Expert Instruction

Many schools have pools, swimming instructors, too, and excellent programs, but I'm certain that in the majority

**I**T WAS ABOUT THE TIME of the final Rundstedt drive in Belgium that I began to realize the importance of the program taking place almost daily in our municipal swimming pool in Santa Maria, California. Here we were holding classes for army air cadets, parachute release lessons over water for army flyers and training troops from one of the large, nearby camps.

A telephone call from a colonel made me see that it was a matter of life or death for many of these people. "I have some valuable personnel in my outfit whom I can't afford to lose, and I find they can't swim. What can you do in the way of helping them?"

That afternoon a group of men and women officers from the medical corps appeared for instruction. It is hoped the lessons given them during that short period were of some benefit.

For my own information, I had run a survey on troops who came in for instruction, as to why they hadn't learned to swim before entering the army. Their replies were typical "Ma kept me out 'cause I'd catch cold," "Was obliged to go out for other sports in school," "No place to swim," "Afraid of water," and so on.

Meanwhile the war ended and when casualties were

---

*Author NELSON, having been life guard, member Los Angeles Athletic club swimming team, has written feature aquatic articles, and is director recreation, Santa Maria.*



of cases, if checked by an expert, one would find them woefully lacking. In fact, the class work would usually boil down to an "activity" period.

You can't always blame the head coach. He or his assistants, as a rule, have "taken swimming" at college, but actually they are about as qualified to teach aquatics as the swim coach is qualified to teach top football. After all, his job depends on a winning football, basketball, baseball or track team and the busy alumni see that he stays on the beam.

Swimming does not come naturally to anyone. It is something all of us must learn. And what a relief it would be to the army and navy to know that their personnel were trained to take care of themselves before joining! It costs a mint of money to train a service man in the ways of war, but to stop this and give him a swimming lesson...

With millions of dollars being spent for education, it is my fond hope that educators throughout the nation will recognize the importance of water safety, that complacency and manana will be set aside and that physical education departments will recognize its true value. Large biceps are of little use if they can't support the bearer in emergency.

#### Pool During War

Beginning March 23, 1942 and continuing to VJ Day, a total of 16,183 military personnel used our municipal plunge facilities. A large part of the participants were required to try to learn in a few days, or weeks at the most, various methods of water safety. At that time, these troops realized that within a few weeks they would have to ship out, and it was naturally of great concern to their superiors as well as themselves that they master something of the art of keeping afloat.

#### Various Methods of Training

In addition to the usual swimming tests, students from

the air corps were taught parachute release and fall. The student was hoisted by means of a pulley attached to plunge rafters. At a specified height a trip cord caused him to fall. After entry into the water he rid himself of chute harness, inflated his life jacket, shook out his rubber boat, inflated it and paddled to the end of the pool to complete this one phase of training.

An army instructor's course in newest water drills was given, requiring swimming complete with G.I. clothing and including life saving and water safety, abandoning ship, avoiding strafing from air while in water, carrying wounded, underwater swimming to avoid burning oil, boat drills with rubber rafts, jumping from balcony with inflated Mae Wests.

#### Recreational Swimming

Swimming for recreation was part of the training program. A competitive team from the air field was formed and following a training period entered competition, eventually winning first place in the 4th Air Command swimming and diving championship meet.

"For fun" swimming included individual and relay races, games, diving and water polo.

Some afternoons, patients from the convalescent wards were brought to the pool for swimming and relaxation.

#### Usual Program Not Neglected

Sandwiched in between all this activity were high school and grade classes, Red Cross campaigns, Boy Scouts, Camp Fire and Rainbow girls, and the general public.

Needless to say, it was a most strenuous time and more than taxed our facilities. At the same time I feel that the city, through this department, contributed greatly to the war effort.

## Data on Swimming Pools

#### The Market . . .

There are about 11,000 swimming pools in the U. S. in active use, ranging in size from 40,000 to 50,000 gallons. They are divided 60% indoor, 40% outdoor.

#### Classification by Use and Ownership:

Private estate	2,500 small pools
Commercial; operated for profit	800 largest pools
YMCA, Schools, Hotels, etc.	2,500 small and medium
Municipal, county and state	4,000 medium and large
County and City club	1,200 medium

#### Classification by Size:

A. Up to 150,000 gallons capacity.....	3,200
B. 150,000 to 400,000 gallons capacity.....	5,000
C. 400,000 and 5,000,000 gallons capacity....	3,000

Approximately .....11,200

\*Beach and Pool Data Sheet 51.

#### The Demand for Swimming Pools:

The eleven thousand or more modern pools in operation in America meet only a fraction of the aquatic needs in this country. In this group is represented: municipal and county pools; YM and YWCA; summer camps; hotel; private estate; country club; tourist camp; dude ranch; college; high and private school; amusement park; airport; hospital; community buildings; boys' club; war memorial; and other types.

Hundreds of new pool projects are being promoted and being put on drawing boards now for construction as soon as restrictions are lifted.

Villages of less than 1,000 population are planning to build modern swimming pools, for the armed services made about ten million new swimmers who now look upon this exercise as their best recreation.

**F**ORTY-FIVE YEARS of experience have demonstrated to the National Recreation Association that in general the leisure-time interests of people are best served in localities where the recreation department is placed under the administration of a board of public spirited citizens. The type of board I am speaking of is one that is appointed by the local governing authority (mayor or council) and submits its budget request like other city departments. However, it has full responsibility for the expenditure of the funds when appropriated and for the administration of the department, subject to regulations affecting such functions as purchasing, personnel, and fiscal accounting and applying to all departments. I am not speaking of boards that are self-perpetuating or the appointments to which are not controlled by the city authorities, nor of boards with so-called independent jurisdiction and protected budgets. The recreation board of which I speak and which is most common is subject to control from city hall, by reason of its appointing and appropriating powers.

In spite of the opposition to recreation boards by certain influential groups, the number of cities that have created recreation departments with boards has increased rapidly in recent years. Recreation boards outnumbered departments without boards by more than nine to one according to the Recreation and Park Yearbook for 1950. These figures do not include the departments with advisory boards which may be considered as a form of compromise and which were three times as numerous as the departments with no board. The figures afford striking evidence as to the value which city governing authorities attach to the board as an agency for the administration of local recreation, for almost without exception these boards are created by action of the mayor and council and can likewise be abolished by them at will.

Studies conducted by the association some years ago afford statistical support to the observations that by and

## A Case for the Recreation Board\*

George Butler

large, cities with recreation boards have developed more adequate programs, facilities, and services than cities without them and that in times of retrenchment recreation has fared better in cities with recreation boards. One showed that during a ten-year period, the greatest progress in local recreation service, with respect to number of leaders, playgrounds, buildings, and centers was made in cities where recreation was administered by a board. A second revealed that during the early depression years local recreation service, as measured by five major factors, was most fully maintained in cities with boards.

Why should boards affect the quality of recreation service? And how can recreation authorities justify their contention that a board be established? We all agree that citizen interest and participation in government are desirable but it is not enough to suggest that membership on a recreation board affords an excellent medium for citizen participation. We must demonstrate the peculiar relationship of the citizen to the recreation department and the resulting need for a board. One of the speakers at this conference has asserted that recreation is no different than fire, sewer, water or any other type of municipal service. I submit that in at least one essential respect recreation, with the possible exception of the library, is unique among the services of local government. Par-

ticipation in its program and use of its facilities are matters of free choice, as far as the individual citizen is concerned, and are absolutely dependent upon his attitude toward them. He is subject to the regulations of the police or health department; he must accept the service of the fire department in an emergency, and he uses the sewer, water and other services because he has no alternative. Not so with recreation, for unless the offerings of the recreation department appeal to him, he simply ignores them. Unless he respects the quality of the leaders on the playground in his neighborhood he does not permit his children to attend. Unless he is convinced that he will gain satisfaction and enjoyment from joining with his neighbors in a hobby group, a chorus, bowling league, dance group or some other part of the recreation program, he fails to take advantage of the opportunities afforded by the department. He seeks other recreation offerings, be they good, bad or indifferent. Yet there is abundant testimony that it is tremendously important to both the individual and the community that he should spend his leisure time in a constructive manner.

The very nature of the recreation program is another reason for boards. It is not formalized or stereotyped—it differs from city to city and in the same city from year to year, from season to season and from neighborhood to neighborhood. The recreation de-

\*Prepared by Mr. Butler for use in a panel discussion at the recent annual meeting of the National Municipal League in Cincinnati.

partment must know the city and its people, be familiar with past experiments in furnishing recreation services in the locality, and develop a program based upon a knowledge of local interests, habits, desires, traditions, and needs. It must then make its program and services known to all the people. Certainly it is part of the job of the recreation executive to accomplish these things, but he cannot do so alone. This is especially true in the smaller cities.

It is well to keep in mind the fact that, in a large percentage of cities, the recreation executive is the only full-time department employee. In setting up a new department it would take him months to acquire by himself the information he could secure from a well chosen board, and its guidance would help immeasurably in launching a sound program related to the local situation. In succeeding another executive, likewise, he needs the background and advice of citizens familiar with the community and its needs. The record contains repeated examples of recreation executives, who—working independently—have ruined the program and its chance of success by getting off on the wrong foot. In this field, where relationships with community groups are many and continuous, and where the collective judgment of a carefully-selected group is likely to be wiser than the decision of a single executive, diverse public interests must often be reconciled. It is unreasonable to believe that the mayor and council and the city manager, preoccupied as they are with problems relating to city finance, public works and the operation of the big departments, can give the time and attention needed for the consideration and determination of sound recreation policies and procedures.

The recreation board, too, affords the machinery for effecting cooperation and coordination between the city government and the local school authorities, which are usually separate political entities. Provision of a public recreation program in most cities involves the use of school properties. By giving the school board representation on the recreation board, unification of services is more readily achieved. In

view of the rapid expansion in the planning and use of schools for community recreation, the value of the recreation board as a medium for cooperative action in planning facilities, programs and operating policies cannot be overlooked.

The preceding statements have made it clear that the continuity in policy making and administration afforded by boards with overlapping terms for their members is of the utmost importance to the recreation department. Boards also provide a check on the zeal of the recreation executive or a stimulus to his complacency.

I suggest that attention be given the words of a man who is widely known and respected by all, Mr. Thomas H. Reed,\* and "tolerate a board or two." A recreation board may not conform to your own basic pattern for local

government but it is likely to yield benefits which will compensate you richly for creating it.

\*Mr. Reed is a recognized authority on government, and author of "Municipal Management," published by McGraw-Hill Book Company, New York, 1941. \$4.00.

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## RECREATION TRAINING LEADERSHIP PROGRAMS—1952

The difficulty of securing adequate and accurate information on training institutes was explained in an earlier publication. The following information is published as reported to us. Individuals interested in these training opportunities should secure more detailed information and verify the dates and locations with the appropriate local officials. List will be continued in April or May RECREATION.

<i>Date</i>	<i>Location</i>	<i>For Further Information</i>
March 12-19	Southeastern Methodist Recreation Workshop, Leesburg, Florida	Miss Willie Frances Coleman, Box 182, Tupelo, Mississippi
April (end) (tentative)	Kentucky Recreation Workshop, (exact place not yet set)	Mrs. A. W. Keene, Chairman, 1001 Ashland Avenue, Louisville, Kentucky
March 20-22	Mid-Continent Training Institute, University of Minnesota, Minneapolis, Minnesota	Felix K. Dhainin, 325 City Hall, Minneapolis
April 24-30	South Central Methodist Recreation Workshop, Turner Falls, Oklahoma	Reverend William Cole, 1300 Austin Avenue, Waco, Texas
April 28-May 2	Kansas State Recreation Workshop, Hutchinson, Kansas	Miss Irene Rogers, County Extension Office, Junction City, Kansas
April 30-May 7	Southwestern Recreation Leaders Laboratory, El Mirador Ranch, Alcalde, New Mexico	Miss Travis Hughs, State College, New Mexico; Billye Sue Abercrombie, 1406 West Tilden, Roswell, New Mexico
May—first or second weekend	Minnesota Recreation Institute	H. Robert Giles, Cooke Hall, University of Minnesota, Minneapolis 14
May 5-10	Illinois Leisurecraft and Counseling Camp, Monticello	Hugh Wetzel, Secretary, 414 Mumford Hall, Urbana, Illinois
May (early)	Northwest Recreation Laboratory, St. Joe, Idaho	Don Clayton, State College, Brookings, South Dakota
May	Kentucky Recreation Workshop	Kirby Stoll, Recreation Department, Louisville, Kentucky
May 7-10	National Folk Festival, St. Louis, Missouri	Sara Gertrude Knott, 5833 Enright, St. Louis
May 12-17	Hoosier Recreation Workshop, Merom, Indiana	F. L. McReynolds, Associate in Rural Youth, Lafayette, Indiana
May 17	Cooperative Recreation Workshop, University Settlement, New York	John Trostle, 340 Cherry Street, New York City
May 14-21	Chatcolab, Northwestern Recreation Leaders Laboratory, Plummer, Idaho	Mrs. Louise K. Richardson, Corvallis, Montana
May 18-24	Wisconsin Recreation Leaders Laboratories, Wausau, Wisconsin	Bruce W. Cartter, 314 Agriculture Hall, College of Agriculture, Madison 6
May 23-25	Choral Camp, Oglebay Park, Wheeling, West Virginia	Mrs. Elizabeth S. Faris, Oglebay Institute, Wheeling
May 23-29	Missouri Recreation Workshop, Lake of the Ozarks State Park, C-2 Camp	Robert L. Black, Division Resources and Development, State Office Building, Jefferson City, Missouri
May 28-June 5	Folk Dance Camp, Oglebay Park, Wheeling, West Virginia	Oglebay Institute, Wheeling, West Virginia
June 2-7	Recreation Workshop (Presbyterian cooperating), Bynden Wood, Pennsylvania	Mrs. Elizabeth S. Faris
May 28-June 18	Michael Herman Folk Dance Camp, Bridgeton, Maine	Bill Beatty, Post Office Box 44, New Kensington, Pennsylvania
June 9-July 4	Scarritt College Workshop for Camp Leaders, Nashville	Alice Dudley, Bryant Pond, Maine
June 4-19	Camping Administration, Indiana University	Miss Mattie Sue Howell, Scarritt College, Nashville, Tennessee
June 8-21 (tentative)	Fernglen Nature Workshop, Antrim, New Hampshire	Reynold E. Carlson, Department of Recreation, Indiana University, Bloomington, Indiana
June 15-21	New England Recreation Laboratory, Newport, Rhode Island	Willard F. Turner, Fernglen, Antrim, New Hampshire
June 18-August 9	Folk Dance Leadership in the School and Community, University of Kentucky	Kenneth L. Cober, 144 Westminster Street, Providence 3
June 22-July 3	National School for Group Organization and Recreation, Plymouth, Wisconsin	Miss Lovaine Lewis, Women's Physical Education Department, University of Kentucky, Lexington, Kentucky
June 25 (tentative)	Playground Leader Training Institute, White Plains, New York	Alfred S. Reindl, 5070 North Second Street, Milwaukee 9, Wisconsin
June 27-August 27	Summer Training Program, Use of Social Work in Camp Setting, Algonquin, Illinois	Miss Vivian Wills, Westchester Recreation Commission, Room 242, County Office Building, White Plains
June (late)	John C. Campbell Folk School "Short Course," Brasstown	Marietta Stevenson, Director School of Social Work, University of Illinois, Urbana
June, July	Lloyd Shaw's Square Dance Courses, Colorado Springs, Colorado	John C. Campbell Folk School, Brasstown, North Carolina
August (third week each)		Dr. Lloyd Shaw, Colorado Springs, Colorado
June 30-July 12	Rocky Mountain Folk Dance Camp	Paul J. Kermiet, Lighted Lantern Lodge, Route 3, Golden, Colorado

(Continued on next page)

Date	Location	For Further Information
July 20-26	Danebod Recreation Institute, Tyler, Minnesota	Reverend Enok Mortensen, Tyler, Minnesota
July 21-28, July 29-August 2	Folk Dance Camp, Stockton, California	Lawton D. Harris, College of the Pacific, Stockton, California
July 24- August 26	Recreation Leadership Workshop, Boulder, Colorado	Clifford Houston, Director Summer Session, University of Colorado, Boulder, Colorado
July 26-August 2	Green Lake Recreation Leaders Laboratory, Wisconsin	Howard Irish, 4677 Oregon Avenue, Detroit 4, Michigan; or Eber W. Bowles, Box 1056, Huntington 13, West Virginia

For the list of training courses conducted by NRA staff, see inside back cover.

## For BOWLING Enthusiasts

**7** HERE'S no question about it—bowling has taken the country by storm! It's the Number One Indoor Sport on Sunset Boulevard and Park Avenue, in Centreville, and in points in-between. Church and school groups, scout troops, office workers, old and young folks alike, are sending their bowling balls down the thousands of shining alleys throughout the land. On the distaff side, many a bridge table has been forsaken for the maple way. Bowling is the ideal playroute to a slim figure, according to authorities. That fact may lure the over-corpulent into the alleys, but their red-hot enthusiasm in itself holds them after the first game.

Here's a suggestion for you, the next time you want to entertain your bowling team. Plan the party for a day when the players have the afternoon off, if possible. Serve a cold-cut, rye bread and hot coffee meal, early. Play the quiz game suggested below, and then go on to the alleys for your bowling jamboree. Or plan the affair for a night when you aren't going to bowl at all. Have a leisurely meal and a game, and revel—as all bowlers do—in talking about your favorite indoor sport. Sometimes it's fun to have a get-together after a bowling match, too. So adapt the suggestions offered here to your particular group and community.

If you serve the simple meal buffet

style, center the table with a bowling pin setup . . . If you seat the guests at the table, use some of the clever bowling place cards that are obtainable, with places for league, team, and individual names. If your bowling party, like many others, is planned as a going-away affair for some member, the guest of honor can be presented with any number of suitable gifts. For men, there are tie-chains and clips, pocket-knives, key-chains, or cigarette lighters—all bearing bowling insignia designs. For women: compacts, bracelet charms, or pins, suitably embossed with bowling figures. . . . Trophies and plaques, though attractive, aren't very practical because they may be used only as mementos and decorations.

Balloons that blow up to the size of bowling balls, and are decorated with an action-bowling scene, come in assorted colors. They can be selected to harmonize with any color scheme, and when tied to chairbacks, or to the centerpiece, create a gay and festive atmosphere.

Here is a good guessing game to play after eating. Supply the players with papers upon which they are to give one-word answers. The bowlers should know them quickly, since all the terms are familiar ones. Set a reasonably short time limit, and give a prize to the player who gets the most correct answers in the shortest time.

Question	Ans.
1. Used for fastening . . . . .	pin
2. Important on a motor trip . . .	spare
3. Place upon which no one likes to be put . . . . .	spot
4. Favorite pie of many people . . .	cherry
5. Offensive to the senses . . . . .	foul
6. Found on women's clothing . . .	hook
7. Kind of house . . . . .	frame
8. Duplicate of anything . . . . .	double
9. City of churches in New York State . . . . .	Brooklyn
10. Forest . . . . .	wood



If there should be any servicemen in your neighborhood, draw them into local bowling parties and tournaments.

11. Kind of pea soup . . . . .	split
12. Concentrated agitation for more pay . . . . .	strike
13. Kind of dance . . . . .	tap
14. Choice marble . . . . .	alley
15. Prizefighter's best weapon . . .	blow
16. German coin . . . . .	mark
17. Popular at Thanksgiving . . .	turkey
18. Found in some fruits . . . . .	pit
19. Measure of distance . . . . .	league
20. Important part of clothing . . .	pocket

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# Recreation

## MARKET NEWS



Plastics and related materials seem to have an inexhaustible number of variations for handcraft uses. Here are two we've heard about recently.

### Celastic

Celastic is a tough cotton fabric impregnated with a colloidal plastic. When dipped into Celastic Softener, it becomes easily worked and can be draped, moulded or shaped by hand. It dries hard as stone, and can be drilled, cut, sanded or painted. Because of its pliability before hardening, Celastic can be used for a great variety of purposes. It is weatherproof and can be used for both indoor and outdoor displays in place of the old papier mache. It won't break, and models can be shipped without elaborate packing. It lends itself to so many uses, in the theatre, for the costumer, for handcrafts, for commercial and hobby needs, that it takes a catalog to describe them all. For full information write to Ben Walters Incorporated, 125 West 26th Street, New York 1.

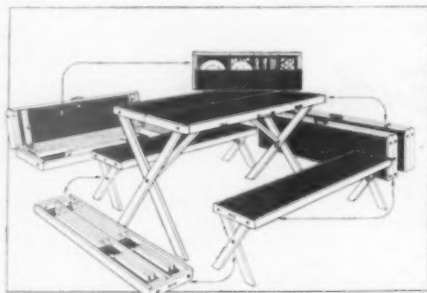
### Plastic Relievo Colors

This is a selfsetting plastic paint for decorating with needle cone or brush on fabrics, pottery, toleware, wood, paper, glass, metal, canvas and similar surfaces. Manufactured by CVH Laboratories Company, Irvington 11, New Jersey, this plastic paint can be used by novice or expert. For a small charge the company will send you their instruction booklet on "How to Paint," or their pattern catalog containing hundreds of designs.

### "Trav-L-Pal"

Compact and lightweight, "Trav-L-Pal," a set of folding table and benches with numerous indoor and outdoor uses, now is being marketed through furniture, hardware and department

stores. The table, seating four, holds a removable tray with place settings for four. The two benches, folded to-



gether into a carrying unit, weigh sixteen pounds; the table weighs nineteen pounds. Deluxe models of tables and benches are covered with Masonite Leatherwood, painted either red Morocco or aqua Morocco. Standard units are covered with Masonite tempered hardboard. For detailed information write to The Tawas Furniture Company, Tawas City, Michigan.

### Baseball

The 1951 Edition of BASEBALL COACHING AIDS, both the Coach's Kit and Notebook for \$3.75, gives inside dope on each team position. It helps the coach as well as the players, and saves time for both. College bookstores are allowed a reduced price for orders of ten or more sets. Send for circular or order directly from H. S. De Groat, Department C, Newtown, Connecticut. (Add fifteen cents postage to each order.)

### Screen for Daytime Projection

A new classroom projection screen which permits movie and slide projection in lighted rooms has been developed by the Radiant Manufacturing Corporation, 2627 West Roosevelt Road, Chicago 8, Illinois. With this screen, blinds and windows may be left open and normal ventilation retained at all times. The "classroom"

screen is equipped with doors which protect the surface and permit easy, safe storing. Total weight is less than twenty-two pounds. Viewing surface is forty inches by forty inches. A seven pound steel stand is made to fit the screen. The Radiant "classroom" screen sells for \$39.75. The "classroom" screen stand is \$12.50. (Prices slightly higher on the west coast.)

### Portable Generators

Floodlighting of playing fields or in camp situations may be a problem you are facing. Wincharger Corporation, Sioux City, Iowa, announces the development of new portable gas-engine driven electric generators, Model 1800, in three general ratings—1000, 1250 and 1350 watts at 115-volts, 60-cycles, A. C. The unit is equipped with a universal mounting base which permits mounting any one of several popular makes of engines. Free literature is available from the manufacturer on request.

### Photography Aid

The Tiffen Manufacturing Corporation, 71 Beekman Street, New York 38, New York is offering a new SELECT-A-FILTER SAFE, constructed of dura-



ble transparent plastic with a newly perfected snap closure and a molded strap loop so that it may be easily attached to camera case or bag. In two sizes, the SELECT-A-FILTER SAFE holds six filters, lens shade and adapter ring. Each filter is held firmly in place by tension springs, and separated from the next filter by molded grooves. The push button device automatically resets itself, operating on a direct thrust at the touch of a finger, raising the filter above the others for easy removal. Prices are \$2.50 and \$2.75, available at your photo store.



can perform little hints to help him. For example, they can pretend to pull the window shade or use similar movements to add to the hilarity and spirit of the game.

Daisy, Daisy

Tune: "Bicycle Built for Two."

Formation: Double circle of couples, partners holding inside hands, facing counterclockwise.

Action: 1. Walk forward eight steps, two to a measure, swinging joined hands and singing. ("Daisy, Daisy . . . answer, do.")

2. Drop hands, turn about, join hands again, and swing along in the other direction for eight steps. ("I'm half-crazy . . .")

3. Clap own hands, slap partner's right hand with right, own hands again, slap partner's left hand with left hand. (" . . . stylish marriage.")

4. Fold arms on chest, swing them gently from side to side as if rocking a cradle. (" . . . can't afford.")

5. Each man takes partner's right hand in his right and they walk around each other. ("But you'll look sweet, upon the seat . . .")

6. Each man moves to the next girl ahead of him in the circle. ("On a bicycle built for two.") Repeat all with her. Play as long as desired.

According to the Moonlight

Action: Partners find each other by matching stars to complete song titles about moonlight, moon or stars. Girls receive stars—or yellow moons—containing the first portion of "moon song" titles and men have the last part of the titles. Some possibilities are:

Shine On	Harvest Moon
In the Chapel	in the Moonlight
Moon Over	Miami
According	to the Moonlight
Blue	Moon
East of the Sun	and West of the Moon
If the Moon	Turned Green
I Wished	on the Moon
Moon	Glow
Sweet Moon	Song
Moonlight	and Roses
Orchids	in the Moonlight
Stars Fell	On Alabama
If You Wish	Upon a Star

Recipes for Fun

Musical Mixers

I Want to Be Friendly

Tune: "The Old Grey Mare."

Formation: Double line formation, facing front of hall, with lady on gentleman's right. Players sing the following words and do the appropriate action as they walk around the hall.

"I don't want to march with the infantry, ride with the calvary, shoot with the artillery."

"I don't want to fly over the enemy, for I want to be friendly."

"For I want to be friendly, for I want to be friendly."

(Repeat from the beginning and end with the second stanza.)

Action: This may be done in grand march formation or as a relaxer for a seated group. When used as a relaxer, have the group stand and do the following actions in place:

1. March—walk in place.
2. Ride—imitate riding a horse.
3. Fly—wave arms out in front or to the sides.
4. Shoot—imitate shooting a gun by using hands and arms.
5. Friendly—shake hands with neighbors.

Polly-Wolly-Doodle

Tune: "Polly-Wolly-Doodle."

Formation: Double circle, boys on the inside, facing partners, both hands joined shoulder height, arms raised sideways.

Action: 1-2 "Oh, I went down South to see my Sal,"

Four slide, close steps, clockwise.

3-4 "Sing Polly-Wolly-Doodle all the day,"

Five light stamps, turning once around, starting with hands on hips, outside foot.

5-6 "My Sally am a spunky gal,"

Four slide, close steps back to place.

7-8 "Sing Polly-Wolly-Doodle all the day,"



(Fold Back)

Five light stamps, turning once around, starting with outside foot, hands on hips.

9-10 "Fare thee well, Fare thee well,"

Make one bow (low) to partner, hands on hips.

11-12 "Fare thee well, my fairy fay,"

Beginning with right foot and facing to the right, take four steps away from partner. During this movement, the inside partner should be walking clockwise around the circle, while outside partner walks counterclockwise.

13-14 "For I'm going to Louisiana, for to see my Susyanna,"

Face about, turning toward other line and take four steps back to partner.

15-16 "Sing Polly-Wolly-Doodle all the day."

Join right hands and turn partner twice with eight steps. (These may either be walking or skipping steps.) Repeat this dance as often as desired.

*Variation:* Have partners pass each other on return home on measures 13-14 and turn to the new person, who was on their left.

### Skip to My Lou

*Tune:* "Skip to My Lou."

*Words:* 1. Flies in the buttermilk, shoo, fly, shoo,

Flies in the buttermilk, shoo, fly, shoo,

Flies in the buttermilk, shoo, fly, shoo,

Skip to my Lou, my darling.

Skip, skip, skip, to my Lou,

Skip, skip, skip, to my Lou,

Skip, skip, skip, to my Lou,

Skip to my Lou, my darling.

2. Little red wagon, painted blue . . .

3. Needle in the haystack, two by two . . .

4. Pickles are sour and so are you . . .

5. Dad's old hat got tore in two . . .

6. My girl wears a number nine shoe . . .

7. Purty as a red-bird, purtier too . . .

8. Sugar is sweet and so are you . . .

9. Can't get a red-bird, a blue bird will do . . .

*Formation:* A single circle of partners, with one person in the center.

*Action:* All sing and clap in rhythm to a verse started by the player in the center, who steals someone's partner and skips entirely around the circle back to her place. Player left without a partner immediate-

ly follows another and so on, through the group. The skating position is usually taken by the couple skipping around, with right hands joined, crossed by joined left hands.

### Jennie Crack Corn

*Tune:* "Jennie Crack Corn."

*Words:* 1. Jennie crack corn and I don't care,  
Jennie crack corn and I don't care,  
Jennie crack corn and I don't care,  
For Massa's gone away.

2. Right hand up and I don't care . . .

3. Left hand up and I don't care . . .

4. Both hands up and I don't care . . .

5. Roll in boys and I don't care . . .

6. Make an arch and I don't care . . .



*Action:* 1. Girl of the head couple and boy of the foot couple skip diagonally to the center, bow and step backward to place. This is repeated by head boy and foot girl.

2. Head girl and foot boy join right hands in the center, turn in place and retire. Foot girl and head boy do the same.

3. Meet and turn with the left hand.

4. Meet and turn with both hands.

5. Partners step together and join hands in skating position, girl on boy's right. Head couple turns sharply back to the left, skips to the foot and comes back to original places.

6. All form an arch by joining hands, held high, and head couple skips through the arch to the foot. Repeat with new head couple until all have had a chance at the head.

### Magic Music

*Action:* In this game, one player leaves the room while the others decide upon some simple task or activity for the player to do upon his return. Perhaps the task is for him to pull a window shade. The idea is that he's not told what his task is, but has to guess it.

The group sings or hums a song and claps its hands as the player comes closer to the object he has to use. Then, as he approaches the object (the window in this case), the singing and clapping get louder. As he goes away from it, the singing becomes softer.

If the player who is "It" has difficulty in guessing, other players

(Fold Along This Line)

## Items of Note

### National Music Week

The *Letter of Suggestions* which the National Music Week Committee sends each year to the local chairmen and workers is just off the press and is available. You may obtain your copy by writing to National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10. Enclose a three-cent stamp to cover postage. Extra copies for redistribution will be supplied without charge.

National Music Week this year falls on May 4-11, beginning as is the custom on the first Sunday in May. Key-note is *MAKE YOUR LIFE MORE MUSICAL*.

### Hospital Recreation

A course for leaders in hospital recreation is being given the second term of this year at New York University. This course is designed to be equally valuable for volunteer and professional recreation leaders in hospitals. The work is divided into two parts — "Methods and Materials in Hospital Recreation" and "Observation and Participation in Hospital Recreation."

### Recreation Degree

The University of Western Ontario is offering the first and only Honors B.A. course in recreation in Canada.

"... In Ontario a student completes one post graduate year in high school prior to university entrance. This is known as grade thirteen and is about the same as first year university work in the States. A student may then take a three year liberal arts course in a particular field. It is assumed that students electing honors options have the capacity for superior work. It gives us the greatest satisfaction, therefore, that this university has seen fit to grant honors status to Recreation as well as to Physical and Health Education. This means that, in the five year program above grade twelve, we are able to ensure that the individual receives a broad liberal arts and science background prior to intense specialization in professional recreation courses."\*

\*Excerpt from letter by EARLE F. ZEIGLER, Professor and Head of department.

### Need for Personnel

"Recreation, A New Profession in a Changing World," the special defense publication of the National Recreation Association, points out the need for a continuous, systematic recruiting program to provide experienced, trained recreation workers for the many pub-

lic and private agencies servicing the armed forces and the national defense effort. The objectives of recreation leadership are outlined. Agencies employing personnel and types of positions open are described. Standards of preparation and suggestions for students are included.

## SQUARE DANCING CAN BE So easy to learn . . . So easy to teach



With these Square Dance Records with Progressive Oral Instructions and Calls by ED DURLACHER.

Here is the easy and economical way to meet the ever-growing demand for square dancing in your community . . . the HONOR YOUR PARTNER series of square dance records.

☆ ☆ ☆

Each record in albums 1 to 4 starts with simplified progressive oral instructions by Ed Durlacher — instructions easily understood by dancers of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The TOP HANDS, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, ED DURLACHER.

The fifth album in the series contains music only, without calls or instructions—"The Square Dance Caller's Delight".

☆ ☆ ☆

### AN ENTHUSIASTIC USER REPORTS . . .

"The square dance album 'Honor Your Partner' is all that you claimed it to be—we tried out the records on a group of eighth grade students and they picked up the instructions without difficulty. In the space of thirty minutes, this group, which had never square danced before, were doing the figures in an expert fashion. The records were also a hit at the adult square dance which we held last night."

Alfred Elliott  
Recreation Director  
Greenwood, Mississippi

All records guaranteed against breakage, in normal use.

HONOR YOUR PARTNER

Learn more about the HONOR YOUR PARTNER albums. Write for a descriptive folder.

**SQUARE DANCE ASSOCIATES**

DEPT. R-6

FREEPORT, NEW YORK

## BURKE-BUILT SAFE PLAYGROUND EQUIPMENT

### UNSURPASSED in SAFETY and DURABILITY

In a feature by feature comparison, BURKE-Built Equipment definitely offers outstanding value. Approval by park and playground officials from coast to coast is an authoritative support for its superiority. Special fittings and scientific design offer functional advantages that really contribute to safety, durability and economy in the highest degree.

Equipment by BURKE is built on constant research and is unconditionally guaranteed against defects in workmanship and materials. Choose BURKE—the choice of men who know outstanding value.

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LOW COST  
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Free Planning Assistance  
by Burke engineers.  
Complete catalog and price list.  
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## Tennis Permits

From Leonard J. Melish, Superintendent, Board of Recreation, Town Hall, Fairfield, Connecticut comes the explanation of how Fairfield solved their problem of issuing tennis permits without causing players to travel all the way across town to the recreation office. Proprietors of barber shops, candy stores, sporting goods stores, were "deputized" to issue permits for nearby courts. It simplified the problem for everyone and even helped business for the merchants.

## Ceiling Projector

The Montclair, New Jersey library—through the gift of a ceiling projector from the Lions Club—has found one answer to reading for the bedridden. The projector throws films of books, a page at a time, on the ceiling above a patient's head. About sixty adult and juvenile films are available to anyone unable to use an ordinary book.

## Referee's Kit

To forestall the minor crises which arise during tournaments, Joseph E.

## What does

## "SCHOOL CAMPING"

## mean to you?

Here is a full, up-to-date explanation of the philosophy behind the rapidly growing movement for school-sponsored, year-round, co-educational camps, at both elementary and high school levels.

## SCHOOL CAMPING

by George W. Donaldson

Director, Outdoor Education  
Tyler (Texas) Public Schools

... gives you a detailed outline of the concept of camping as outdoor education, as well as healthful recreation. It shows how meaningful work, social living, nature and conservation study, etc., help children approach maturity. Photo illustrations show school camping activities in varied climates. Introduction by Dean Ernest Melby, School of Education, New York University. **\$2.25**

## ASSOCIATION PRESS

291 Broadway, New York 7, N.Y.

Send me \_\_\_\_\_ copies of SCHOOL CAMPING by Geo. W. Donaldson @ \$2.25 each.

Name .....

Address .....

City, Zone, State .....

☐ Payment herewith (postpaid)

☐ Bill me (postage extra)



Curtis of Brooklyn suggests the following kit as standard umpires' equipment: (1) U. S. Army .50 caliber machine gun ammunition case, twelve by six by four inches, to hold contents of the kit; (2) two regulation baseballs or softballs, to be used if needed; (3) four sharpened pencils, small pencil sharpener; (4) official baseball and softball rulebooks; (5) iodine; (6) package of band-aids; (7) official score sheets; (8) stamped envelopes, addressed to recreation agency, for mailing in score sheets after game; (9) official umpire's hand indicator, for balls, strikes and outs. Cost, excluding indicator and balls, 85c.

## Center News

To increase the use of facilities, the Brookline, Massachusetts Municipal Recreation Commission publishes a sheet listing community centers and activities. Permanent information occupies the outside columns, while the center column lists events of the current month—races, cook-outs, tournaments, and so forth.

## Pamphlets

As you may want to follow up the material in this issue on recreation for our older adults, we are relisting some publications we have mentioned before. Any of these may be obtained from the Committee on Recreation for Older People, Education-Recreation Division Health and Welfare Council, Incorporated, 1625 Spruce Street, Philadelphia 3, Pennsylvania.

SALIENT POINTS ON ORGANIZATION OF

CLUBS FOR OLDER PEOPLE .....\$ .15

A PROGRESS REPORT OF PHILADELPHIA'S RECREATION PROGRAM FOR OLDER PEOPLE .....\$ .20

MERRILY WE PLAY .....\$ .30

AN IDEAL JOB FOR THE VOLUNTEER .....\$ .20

A PLACE IN THE SUN .....\$ .80

## Pattern for Kite Contest

1. Each contestant will be allowed one helper if he or she desires.
2. All kites must be homemade.
3. Each contestant may enter three events out of the first six, plus the seventh which is a kite battle.
4. A contestant will be allowed five minutes to get his or her kite aloft.
5. A kite must fly at least one minute.

Contestants may paint a red cross on their kites as a reminder of the American Red Cross services.

(As used at Independence Park contest.)

## Easter Seals

This is a reminder that the annual Easter Seal campaign, sponsored by the National Society for Crippled Children and Adults, begins March 13, 1952 and ends Easter Sunday, April 13. More than three hundred thousand crippled children and adults received help in 1951 in the form of treatment and training, convalescent care, special education, recreation, employment opportunities and counseling. Through buying Easter Seals you can help directly to continue this work, assisting youngsters to build happy, useful lives.

## Magazines

- BEACH AND POOL, December 1951. Making the Pool a Year 'Round Attraction, L. P. "Pat" Murphy.  
 Tile, An Outstanding Pool "Performer," Kenneth M. Gale.  
 Coping with Public Health Problems, E. Harold Hinman.  
 When Accidents Occur, J. H. Mueller.
- CAMPING MAGAZINE, November 1951  
 Old Age: A New Frontier for Camping, Jerry Kaplan.
- CAMPING MAGAZINE, December 1951  
 Economize!—But How, With Steadily Rising Costs?, John R. McKinley.  
 Year-Round Camping, William L. Petty.
- NATIONAL PARENT-TEACHER, November 1951  
 Play Is Not Passive, James L. Hymes, Jr.
- PARKS AND RECREATION, November 1951  
 New Page Park Pool in Bristol, Connecticut, E. Gordon Stocks.  
 Park Turf, Efficiency in Turf Maintenance, Tom Mascaro.  
 American Playground Device Company Buys a Town.  
 Pan-American Games, Vincent DeP. Farrell.

## Pamphlets

- DON'T UNDERESTIMATE WOMAN POWER, Elizabeth Bass Golding and Dallas Johnson. Public Affairs Committee, Incorporated, 22 East Thirty-eighth Street, New York 16. \$.25.
- EQUIPMENT AND SUPPLIES, RECOMMENDED. Association for Childhood Education International, 1200 Fifteenth Street, NW, Washington 5, D. C. \$1.00.
- EX AMERICA, Garet Garrett. The Caxton Printers, Limited, Caldwell, Idaho. \$.75.
- FACTS ABOUT NARCOTICS, Victor H. Vogel and Virginia E. Vogel. Science Research Associates, 57 West

Grande Avenue, Chicago 10. \$.40.

FIRST ANNUAL REPORT. The National Association for Mental Health, Incorporated, 1790 Broadway, New York 19.

GLOVEMAKING FOR BEGINNERS, Natalie S. Woolf. McKnight and McKnight Publishing Company, Market and Center Streets, Bloomington, Illinois. \$1.50.

GUIDING CHILDREN'S SOCIAL GROWTH, Ellis Weitzman. Science Research Associates, 57 West Grande Avenue, Chicago 10, \$.40.

HOCKEY COACHING. Physical Fitness Division, Department of National Health and Welfare, 700 Jackson Building, Ottawa, Canada.

HOW TO PLAN SUCCESSFUL BIKE SAFETY PROGRAMS. Bicycle Institute of America, Incorporated, 122 East Forty-second Street, New York 17.

INFANT CARE. Federal Security Agency, Social Security Administration, Children's Bureau. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. \$.20.

INTERIM CIVIL DEFENSE INSTRUCTIONS FOR SCHOOLS AND COLLEGES. Federal Civil Defense Administration. Superintendent of Documents, United States Government Printing Office. \$.30.

LEADER'S GUIDE, Ann G. Wolfe. Division of Youth Services of the American Jewish Committee, 386 Fourth Avenue, New York 16. \$.15.

METROPOLITAN CLEVELAND'S HUMAN NEEDS. Welfare Federation of Cleveland, 1001 Huron Road, Cleveland 15, Ohio. \$1.00.

MORAL AND SPIRITUAL VALUES IN THE PUBLIC SCHOOLS. Educational Policies Commission, National Education Association, 1201 Sixteenth Street, NW, Washington 6, D. C.

MUNICIPAL NONPROPERTY TAXES, 1951 SUPPLEMENT TO WHERE CITIES GET THEIR MONEY. Municipal Finance Officers Association, 1313 East Sixtieth Street, Chicago 37. \$1.50.

MUSICAL DEVELOPMENT OF THE CLASSROOM TEACHER. Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. \$.50.

## Books Received

BASEBALL READER, THE, edited by Ralph S. Graber. A. S. Barnes and Company, New York. \$3.50.

CHRISTMAS BOOK, A, compiled by D. B. Wyndham Lewis and G. C. Heseltine. E. P. Dutton and Company, Incorporated, New York. \$3.50.

MEASUREMENT AND EVALUATION IN PHYSICAL HEALTH AND RECREATION EDUCATION, Leonard A. Larson and Rachael Dunaven Yocom. The C. V. Mosby Company, St. Louis. \$7.50.

MYSTERY AT HURRICANE HILL, Jack Bechdolt. E. P. Dutton and Company, Incorporated, New York. \$2.50.

SHOWBOATS: THE HISTORY OF AN AMERICAN INSTITUTION, Philip Graham. University of Texas Press, Austin. \$3.75.

SOCIAL WELFARE FORUM, THE. Official proceedings, National Conference of Social Work. Columbia University Press, New York. \$5.00.

### the "HOW" of DAY CAMPS and camping

Do you want to know how to establish and run a day camp successfully?

Here is a book, says *Parents' Magazine*, that "tells how to organize a single day camp or a broad community day camping program, and presents clearly a wealth of specific information, including an inventory of equipment and supplies and a list of books for the camp library."

### THE HANDBOOK of DAY CAMPING by Mabel Jobe

... "contains a wealth of material," says *Recreation*, "for those wishing to establish day camps, or want to enrich and extend their present programs. . . . Covers the advantages and disadvantages of day camping, how to start, site problems, personnel, health and safety and the activities program." **\$3.00**

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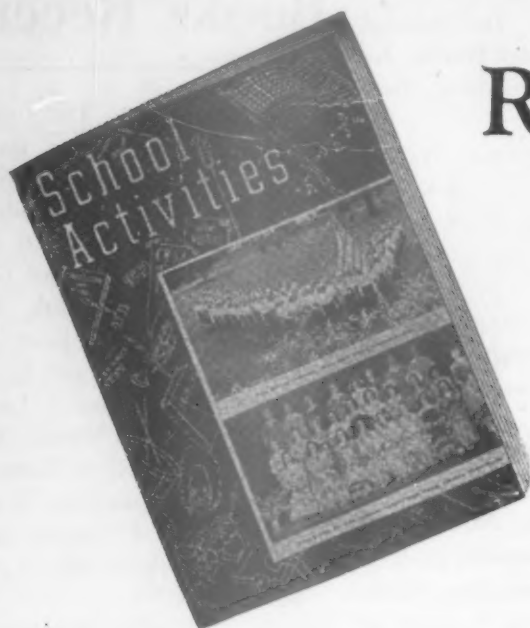
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## new Publications

### Covering the Leisure-time Field

#### No Time to Grow Old

Survey on Problems of Aging, New York State Joint Legislative Committee on Problems of the Aging. Senator Thomas C. Desmond, Chairman. (Free. Write to the committee, 94 Broadway, Newburgh, New York.)

The purpose of this work is to present the observations of many students in regard to the problems of aging. It outlines the aims of the committee in relation to solving these problems in New York State insofar as legal action can be helpful. The report closes with a reprint of the bills recently introduced in the state senate concerning the needs of this age group.

Housing, medical research, health and old age insurance, job opportunities, job training and recreation are explored.

Articles range from "Cultural Contexts of Aging," by Dr. Margaret Mead, Associate Curator of Ethnology, American Museum of Natural History, to "Unions and the Older Worker" by Albert J. Abrams, and include reports from doctors, administrators, social workers, representatives of business, industry and education.

In New York the older population has increased fifty-seven per cent during the past twenty years. The need for extensive research and study of the problems of the aged, with a view to extending their happy usefulness, is emphasized. Gainful employment for the competent oldster is one of the most difficult problems, retirement plans and insurance policies adding to the complications in some respects. Adult education and recreation programs stressing hobby skills are rapid-

ly increasing, stimulus coming from both the older persons themselves and professional leaders.

If, as is suggested by some geriatricians, the normal span of life should be one hundred twenty years, the compiled articles and reports of this survey are a challenge which must be met.

#### The School Custodian's Housekeeping Handbook

Henry H. Linn, Leslie C. Helm and K. P. Grabarkiewicz. Bureau of Publications, Teachers College, Columbia University, New York. \$3.75.

Recreation executives and leaders who are responsible for the operation of indoor facilities will find this book an indispensable guide for the day to day cleaning and maintenance of everything from gym floors to toilets. In easy to understand language, the authors describe the basic tools needed by custodians, the necessary cleaning and preservative agents and how they are used for each operation.

The major part of the book deals with such specific jobs as mopping floors, sweeping gym floors, cleaning windows, cleaning walls and the care of toilet rooms.

Introductory chapters discuss important subjects such as the broad responsibilities of the custodian and his relation to the professional staff, the public and students. An interesting chapter describes how a custodian's daily schedule should be drawn up and how much time should be allotted to different kinds of cleaning jobs.

Excellent charts and pictures give a visual description of the correct way to sweep gym floors and stairs. A check list in the appendix covers, in detail,

the cleaning operation of gyms, swimming pools, locker and dressing rooms, and heating and mechanical service areas.

Although this book was written for the school custodian, it equally applies to the custodian responsible for indoor recreation centers.—*David J. DuBois*, Research Department, NRA.

#### Keep 'Em on Ice

To review the following three books published by A. S. Barnes and Company, New York, in a March issue would really be out of season if it were not for the number of indoor ice rinks throughout the country, making ice skating virtually a year-round sport. Ice season or not, you'll want to know about them.

THE HOCKEY HANDBOOK, Lloyd Percival. \$3.75.

This deals with every aspect of the game for player, coach and spectator. Both fundamental and advanced skills are completely outlined in this guide, and many dozens of offensive and defensive plays are described and diagrammed.

CHAMPIONSHIP FIGURE SKATING, Gustave Lussi and Maurice Richards. \$3.75.

This book is ideal for beginners, because it starts with the assumption that the reader cannot skate, teaches him balance and basic strokes, presents each of the elementary, intermediate, and advanced techniques in complete detail. The problem of weak ankles receives special attention. Fifty pages of illustrations supplement the text with charts, diagrams and photographs, making it possible for the beginner to teach himself from the book. Techniques and figures for advanced competition under the rules of the United States Figure Skating Association and the International Skating Union are included.

CURLING, Ken Watson. \$3.00.

Any curler will be delighted with this book, for it tells how the game is played—to win. Fully illustrated, it describes how to choose a team, how to coach it, how to lead it to victory. Especially helpful to the coach will be the glossary of terms, with explanatory diagrams.

# Recreation

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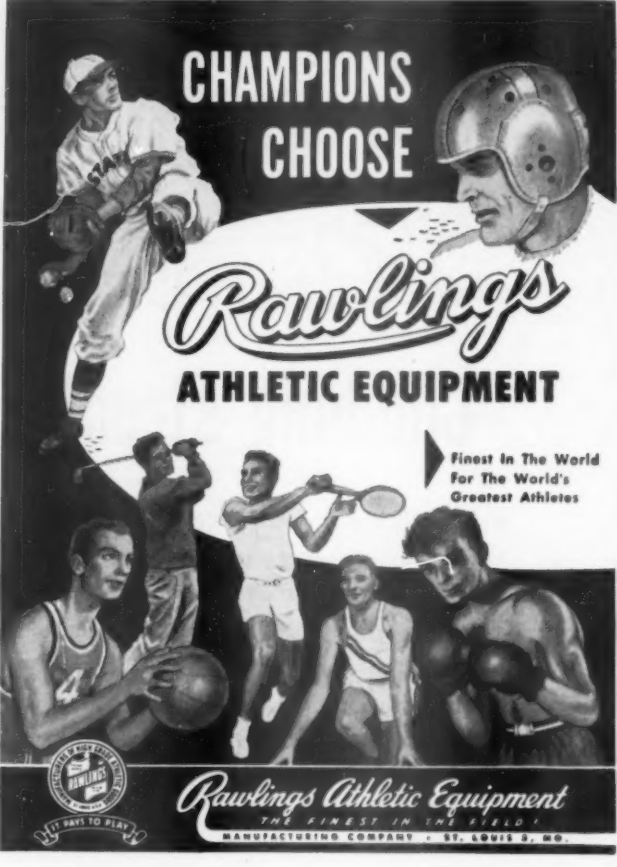
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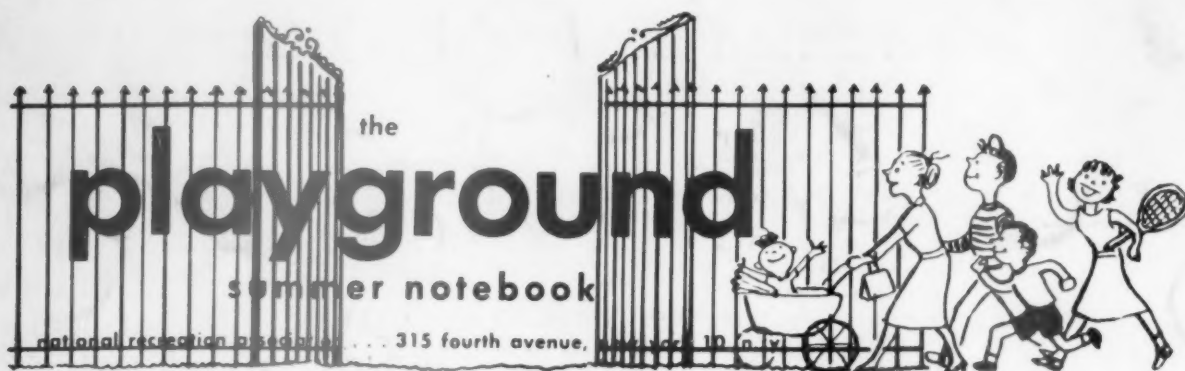
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